Academic Departments and Programs
Associate in Arts and Sciences

ORAL AND WRITTEN COMMUNICATION: Develop a thesis and support it

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will develop a thesis and support it with an adequate and unified discussion.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
71.0

Cumulative Assessment Results (Text):
71% of students in ENG 102 met the competency standards.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
50.0

Offsite Instructional Delivery:
98.0

Traditional/Hybrid Instructional Delivery:
73.0

Analyze the disaggregated data results above:
Students in on-campus and online courses were less successful than students at offsite locations. The college's offsite locations are the area high schools. Students in these courses are typically those who are in the top of their classes academically.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Final Research Paper
Embedded Outcome Number:  
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will develop a thesis and support it with an adequate and unified discussion.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to isolate and maintain focus on a fully-supported thesis statement.

Student Success Improvement Goal:
A minimum of 80% of students will meet objective.

Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):
71.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
71% of English 102 students were successful in developing a thesis and supporting it with an adequate and unified discussion through their final research essays.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Only 71% met the desired achievement goal.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?:**
Steps must be taken to improve achievement results.

**Re-evaluation Date:**
5/20/2016

**Changes made to process/modifications:**
Faculty suggest starting earlier in the semester with thesis writing instruction and exercises. Faculty also plan to spend more time going over examples of effective and ineffective thesis statements in essays. Online faculty will encourage students to submit assignments and include more specific practice on thesis statement writing in the course.

**Person responsible for modifications:**
Christy Hughes

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**ORAL AND WRITTEN COMMUNICATION: Show sensitivity to a general audience**
**Number:**
B
FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will show sensitivity to a general audience by using appropriate details, wording, and tone.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
69.0

Cumulative Assessment Results (Text):
69% of students were successful at communicating to the needs of a specific audience.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Yes

Online Instructional Delivery:
56.0

Offsite Instructional Delivery:
100.0

Traditional/Hybrid Instructional Delivery:
67.0

Analyze the disaggregated data results above:
Students in on-campus and online courses were less successful than students at offsite locations. The college's offsite locations are the area high schools. Students in these courses are typically those who are in the top of their classes academically.
Final Research Paper
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will show sensitivity to a general audience by using appropriate details, wording, and tone.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to communicate an idea that addresses the needs of a specific audience.

Student Success Improvement Goal:
80% of all students will be able to communicate an idea that addresses the needs of a specific audience.

Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):
69.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
69% of students were able to address the needs of an audience in written communications.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 69% of students in ENG 102 were able to successfully meet the needs of a specific audience when writing literary analysis essays.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**

**What actions will be taken?**
Students in online and face-to-face courses were far lacking in the skill of audience awareness. Students at offsite locations, local high schools, did far better. Students who take ENG 102 at local high schools are typically high-performing students in their high school classes.

**Re-evaluation Date:**
5/12/2017

**Changes made to process/modifications:**
Faculty plan to have students read scholarly articles and papers early in the semester to have more models of appropriate audience awareness. They will also emphasize the importance of formal language in academic writing.

**Person responsible for modifications:**
Christy Hughes

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**
No

**ORAL AND WRITTEN COMMUNICATION: Display the capacity to write**

**Number:**
C

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?**
Students will display the capacity to write using control or basic grammar and sentence structure.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate in Arts and Sciences

**Cumulative Assessment Results (Numeric):**
65.0

**Cumulative Assessment Results (Text):**
65% of ENG 102 students were able to write an essay displaying control of basic grammar.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**
Yes

**Online Instructional Delivery :**
53.0

**Offsite Instructional Delivery :**
95.0

**Traditional/Hybrid Instructional Delivery :**
63.0

**Analyze the disaggregated data results above:**
Students in on-campus and online courses were less successful than students at offsite locations. The college's offsite locations are the area high schools. Students in these courses are typically those who are in the top of their classes academically.

**ASSESSMENT(S)-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Final Research Paper**

**Embedded Outcome Number:**
C-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
In the final research paper in English 102, students will display the capacity to write using control or basic grammar and sentence structure.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of all students will be able to compose a research-based essay that displays an adequate control of basic grammar and sentence structure.

**Student Success Improvement Goal:**
80% of students will be able to compose a research-based essay that displays an adequate control of basic grammar and sentence structure.

**Student Group to be Assessed:**
ENG 102

**Actual Results of Assessment (Percentage):**
65.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
In ENG 102, only 65% of students met the basic standards for grammar and sentence structure.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Grammar and sentence structure errors are common in ENG 102 writing; consequently, only 65% of all enrolled students in ENG 102 were able to meet the basic standard for this competency.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Additional practice activities for ENG 102 students should be developed to review the concepts of fragments, run-ons, comma splices, and other such major grammar issues.

Re-evaluation Date:
5/15/2017

Changes made to process/modifications:
Faculty plan to refresh students on grammar issues early each semester. They also will encourage students to attend tutoring sessions in which grammar issues are focused.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

ORAL AND WRITTEN COMMUNICATION: Apply knowledge to create a Power Point presentation
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history and present the information effectively to their classmates.

Progress:
Completed
Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
80.0

Cumulative Assessment Results (Text):
80% of students mastered the competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
83.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
79.0

Analyze the disaggregated data results above:
Both online and traditional student groups performed well when creating Power Point presentations as both student groups hovered near the 80% mark in these results.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Power Point Presentation
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history and present the information effectively to their classmates.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text): 80% of students will create the Power Point presentation and present the materially orally according to the standards established by the instructor.

Student Success Improvement Goal: 80% of students will create the instructor-specific Power Point presentation.

Student Group to be Assessed: HIS 201

Actual Results of Assessment (Percentage): 80.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 80% of students were successful in creating a Power Point presentation as specified by their instructors.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 80% of students were able to meet the requirements of this competency -- to create a Power Point presentation highlighting how different cultures helped to develop American society and history.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: In the future, because the 80% mark has been met, faculty may want to consider raising the mark to 85%.

Re-evaluation Date: 5/15/2017

Changes made to process/modifications:
Faculty are interested in teaching more fully the process of correct documentation within oral and visual presentations. They also plan to incorporate the contributions of additional cultural groups in future presentations.

**Person responsible for modifications:**
Christy Hughes

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**PROBLEM SOLVING: Answer problems embedded into the final exam**

**Number:**
E

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Students will answer problems embedded into the final exam demonstrating they are able to understand and apply computational skills, quantitative reasoning and symbolic reasoning to evaluate and solve problems systematically.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate in Arts and Sciences

**Cumulative Assessment Results (Numeric):**
58.0

**Cumulative Assessment Results (Text):**
58% of MAT 110 students met the standard.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

**Online Instructional Delivery:**
30.0

**Offsite Instructional Delivery:**
86.0

**Traditional/Hybrid Instructional Delivery:**
64.0

Analyze the disaggregated data results above:
Students in on-campus and online courses were less successful than students at offsite locations. The college's offsite locations are the area high schools. Students in these courses are typically those who are in the top of their classes academically.

ASSESSMENT(S)----------------------------------------------------------

**RELATED ITEM LEVEL 1**

**Final Exam**
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

In MAT 110, students will answer problems embedded into the final exam demonstrating they are able to understand and apply computational skills, quantitative reasoning and symbolic reasoning to evaluate and solve problems systematically.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will score at least a 70% or higher on the embedded exam questions.

**Student Success Improvement Goal:**
80% of students will achieve mastery of this competency.

**Student Group to be Assessed:**
MAT 110

**Actual Results of Assessment (Percentage):**
58.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Only 58% of students in MAT 110 were able to answer the specific test questions correctly.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Skills of quantitative reasoning and symbolic reasoning must be taught more effectively in MAT 110 classes because only 58% of students were able to master their concepts on the final exam.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Effective methods for the review of quantitative and symbolic reasoning must be developed in order for students to better understand these concepts.

**Re-evaluation Date:**
5/15/2017

**Changes made to process/modifications:**
Math faculty will encourage students to review online videos before taking the final exam.

**Person responsible for modifications:**
Christy Hughes
Problem: Demonstrate an understanding of the scientific method
Number: F

FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Progress: Completed

Responsible Roles:

Program: Associate in Arts and Sciences

Cumulative Assessment Results (Numeric): 62.0

Cumulative Assessment Results (Text): 62% of students met the desired result.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: Yes

Online Instructional Delivery: 46.0
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 68.0

Analyze the disaggregated data results above:
While both groups fell below the desired level of mastery, the online group's mastery was far below that of students in traditional classes.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Laboratory Topic 1 Test
Embedded Outcome Number: F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will accurately apply the concepts of the scientific method for analyzing experiments on TEST 1.

Student Success Improvement Goal:
80% of students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Student Group to be Assessed:
BIO 101
Actual Results of Assessment (Percentage):  
62.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
62% of students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Results of Assessment Date:  
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:  
62% of students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:  
Additional methods for teaching the scientific method may need to be incorporated into the BIO 101 class for students to better understand this concept.

Re-evaluation Date:  
5/15/2017

Changes made to process/modifications:  
Faculty plan to incorporate a tutorial video to aid in the process of understanding the different variables:  www.youtube.com/watch?v=N-yTxJVs4js&feature=youtu.be

Person responsible for modifications:  
Christy Hughes

Progress:  
Completed

Responsible Roles:  

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:
No

PROBLEM SOLVING: Answer genetics problems on lab quiz
Number: G

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

Progress: Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
52.0

Cumulative Assessment Results (Text):
52% of students were successful in meeting the established outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
75.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
44.0

Analyze the disaggregated data results above:
Online students were more successful at meeting the established outcome than traditional students.

**ASSESSMENT(S)---------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Lab Quiz Problems**

Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in BIO 101 will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will score at least a 70% or higher on the genetics lab quiz problems.

**Student Success Improvement Goal:**
80% of students in BIO 101 will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

**Student Group to be Assessed:**
BIO 101

**Actual Results of Assessment (Percentage):**
52.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
52% of students in BIO 101 answered genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 52% of students in BIO 101 were able to answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Additional practice and instruction should be provided for students who are unclear on the topic of Mendelian genetics.

Re-evaluation Date:
5/15/2017

Changes made to process/modifications:
Faculty plan to provide additional practice problems.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?: No

PROBLEM SOLVING: Thinking Skills
Number: H

FY Start:
7/1/2015

FY End:
6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Students will use a variety of thinking skills to evaluate and solve problems systematically.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
60.0

Cumulative Assessment Results (Text):
60% of students were successful

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Exam
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will answer key questions on the final exam correctly.

Student Success Improvement Goal:
80% of students will use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.

Student Group to be Assessed:
CHM 111

Actual Results of Assessment (Percentage):
60.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 60% of students were able to use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 60% of students were able to use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Possible additional practice problems should be added to instruction prior to the exam.

Re-evaluation Date:
5/15/2017

Changes made to process/modifications:
Faculty plan to require homework completion before tests can be completed. The homework provides numerous practice problems that will prepare students for the questions on the tests.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

USE OF TECHNOLOGY: Documenting sources

Number:
I

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will marshal and document outside sources to support points in a written discussion.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
65.0

Cumulative Assessment Results (Text):
65% of students successfully found and used sources in an ENG 205 assignment.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1
Final Research Paper
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in ENG 205, students will marshal and document outside sources to support points in a written discussion.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to complete a research-based assignment that incorporates outside sources smoothly into the writer’s own work, correctly documenting these borrowings.

Student Success Improvement Goal:
In the final research paper in ENG 205, 80% of students will marshal and document outside sources to support points in a written discussion.

Student Group to be Assessed:
ENG 205
Actual Results of Assessment (Percentage):
65.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
In the final research paper in ENG 205, only 65% of students were able to marshal and document outside sources to support points in a written discussion.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
In the final research paper in ENG 205, 65% of students were able to marshal and document outside sources to support points in a written discussion.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Additional information must be provided to students for an increase in the mastery of this concept to take place.

Re-evaluation Date:
5/15/2017

Changes made to process/modifications:
Faculty plan to begin the process of research earlier in the semester, providing more sample research essays and annotated bibliographies to students prior to having them complete one.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
USE OF TECHNOLOGY: Apply knowledge to create a Power Point presentation
Number: J

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

Progress: Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
80.0

Cumulative Assessment Results (Text):
80% of students met the objective

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
83.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
79.0

Analyze the disaggregated data results above:
Both online and traditional students were highly successful at creating Power Point assignments.
Power Point presentation
Embedded Outcome Number: J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will create the Power Point presentation according to the standards established by the instructor.

Student Success Improvement Goal:
80% of students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

Student Group to be Assessed:
HIS 201

Actual Results of Assessment (Percentage):
80.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students in History 201 classes were able to apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.
**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**
Students in History 201 classes were able to apply knowledge to create a PowerPoint presentation highlighting how differing cultures helped to develop American society and history. The goal of 80% mastery was met across the two semesters of the 2015-2016 year.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**
Faculty may want to raise the projected mastery level to 85% of students for the next year.

**Re-evaluation Date:**
5/15/2017

**Changes made to process/modifications:**
Faculty plan to raise the mastery level by providing additional instruction in the proper documentation of borrowed information within visual and oral presentation.

**Person responsible for modifications:**
Christy Hughes

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**
No

**DEVELOPMENT OF INTERPERSONAL SKILLS: Understanding of modern society**
**Number:**
K

**FY Start:**
7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Students will demonstrate an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam.

Progress: Completed

Responsible Roles:

Program: Associate in Arts and Sciences

Cumulative Assessment Results (Numeric): 95.0

Cumulative Assessment Results (Text): 95% of students answered the exam question correctly.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery : 

Offsite Instructional Delivery : 

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Exam
Embedded Outcome Number: K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: Students in ART 101 will demonstrate an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam.
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text): 80% of students will be able to demonstrate in writing an understanding of how events from the past have affected the present.

Student Success Improvement Goal: 80% of students will master this competency.

Student Group to be Assessed: ART 101

Actual Results of Assessment (Percentage): 95.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 95% of students in ART 101 demonstrated an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: Students in ART 101 were able to demonstrate an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam. 95% were successful at meeting this competency.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Because the success rate of this SLO was so high (95%), faculty may want to consider analysis of another outcome in the future.
Re-evaluation Date:
5/15/2017

Changes made to process/modifications:
Faculty will add additional questions to the final exam to determine how fully students understand this competency.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DEVELOPMENT OF INTERPERSONAL SKILLS: Understand Spanish/Latino culture

Number: L

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate their understanding of Spanish/Latino culture and how it influences the United States by answering an essay test question on the course final exam.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
75% success rate

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Essay Test Question
Embedded Outcome Number:
L-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in SPA 101 will demonstrate their understanding of Spanish/Latino culture and how it influences the United States by answering an essay test question on the course final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to demonstrate in writing an understanding of how Spanish/Latino culture influences modern US culture.

Student Success Improvement Goal:
80% of students will master the competency.
Student Group to be Assessed:
SPA 101

Actual Results of Assessment (Percentage):
75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?
75% achieved mastery of competency

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?
75% success rate

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?
Additional instruction toward mastery of cultural awareness should take place.

Re-evaluation Date:
5/15/2017

Changes made to process/modifications:
Instructor plans to incorporate more cultural awareness units into the course.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?: 
DEVELOPMENT OF INTERPERSONAL SKILLS: Understanding of Culture Bound Syndrome

Number: M

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate in an essay their understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Progress: Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Course was not offered during 2015-2016

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Essay
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in PSY 212 will demonstrate in an essay their understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to demonstrate in writing an understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Student Success Improvement Goal:
80% of students will show a mastery of this competency.

Student Group to be Assessed:
PSY 212

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
This course was not offered during 2015-2016.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This course was not offered during 2015-2016.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:


Re-evaluation Date:  
5/15/2017

Changes made to process/modifications:

Person responsible for modifications:  
Christy Hughes

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
None

Was the QEP Rubric used to assess this activity?:  
No

Associate in Arts and Sciences Related Certificates  
Certificate, Pre-Dental Hygiene Certificate*  
Create and comprehend written communications  
Number:  
A

FY Start:  
7/1/2015

FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:  
Create and comprehend written communications

Progress:

Responsible Roles:

Program:  
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Listen for understanding and express views orally
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Use a variety of critical thinking skills to evaluate and solve problems
Number:
C
FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

Practice research skills necessary to locate, analyze, and synthesize information
Number: D

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:
Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Understand contemporary social values and develop an appreciation for cultural diversity
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations
Number: F

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Certificate, Pre-Health Information Management*
Create and comprehend written communications
Number: A
FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Listen for understanding and express views orally
Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:
Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Use a variety of critical thinking skills to evaluate and solve problems

Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**Have research skills necessary to locate, analyze, and synthesize information**

Number: D

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**Understand contemporary social values and develop an appreciation for cultural diversity**

Number: E

FY Start: 7/1/2015
Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.
Number: F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Certificate, Pre-Occupational Therapy Assistant*
Create and comprehend written communications
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

Listen for understanding and express views orally
Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Use a variety of critical thinking skills to evaluate and solve problems
Number: C

FY Start: 7/1/2015

FY End: 6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Have research skills necessary to locate, analyze, and synthesize information

Number:

D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Understand contemporary social values and develop an appreciation for cultural diversity

Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

Certificate, Pre-Physical Therapist Assistant*
Create and comprehend written communications

Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

Listen for understanding and express views orally
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

Use a variety of critical thinking skills to evaluate and solve problems
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

Have research skills necessary to locate, analyze, and synthesize information
Number:
Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Understand contemporary social values and develop an appreciation for cultural diversity
Number:
E

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:
Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Certificate, Public Service (USMC)*

WRITTEN COMMUNICATIONS

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

RESEARCH SKILLS

Number: B
FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Practice research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

SOCIAL VALUES/CULTURAL DIVERSITY
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:
Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Certificate, Sustainable Agriculture
INCREASE FARM PROFITS
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate knowledge on how to increase farm profits through lowering input costs

Progress:
Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
72.3

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

SARE Research
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: SARE Research Report
How: SARE Rubrics
Who: Ag students
Where: AGR 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:

Students will be able to address the importance of Sustainable Agricultural Research and Education (SARE) and communicate an understanding of sustainable methods in agricultural production practices when the usage of inputs is decreased and will be able to address examples of these production practices.

Student Group to be Assessed:
AGR 201 students

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored a 70% or higher on the assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% or higher was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students exhibited knowledge of sustainable agriculture research and education. They were able to give examples of SARE funded projects and how they are working toward solutions of agricultural issues.

Re-evaluation Date:
12/5/2016

Changes made to process/modifications:
No changes.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:

Test 3
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Test 3 (Selected questions)
How: Multiple Choice Questions
Who: Ag students
Where: AGR 201

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on Selected Test 4 questions

Student Success Improvement Goal:
Students will exhibit knowledge of what are agricultural inputs and what is the effect on agricultural production when lowering their usage in a farming operation.

Student Group to be Assessed:
AGR 201 Students

Actual Results of Assessment (Percentage):
67.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of the students achieved 70% or higher on selected Test 3 questions related to the understanding of lowering input usage and its relationship to sustainable practices.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% of higher was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The proposed in class activity was not implemented due to the restructuring of the course. Activity will be implemented next fall.

Re-evaluation Date:
10/3/2016

Changes made to process/modifications:

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
IPM Project
Embedded Outcome Number:
A-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: IPM Project
How: IPM Rubrics (Selected Category)
Who: All Ag students
Where: AGR 205
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 85% or higher on IPM project

Student Success Improvement Goal:
Students will demonstrate knowledge of the effect of input costs and yield on farm profits.

Student Group to be Assessed:
AGR 205 Students

Actual Results of Assessment (Percentage):
50.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of the students scored a 85 or higher on the IPM Enterprise Costs and Returns Project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 50% of the students were successful in demonstrating the required level of knowledge (85% or higher) on the effect of input costs and yield on farm profits through the IPM Enterprise Costs and Returns Project. The students that were not successful did not address all the action steps required for this portion of the project. For future projects, an outline of the project will be required in advance to ensure that the students are addressing all steps of the project.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
The students that were not successful did not address all the action steps required for this portion of the project. For future projects, an outline of the project will be required in advance to ensure that the students are addressing all steps of the project.

**Person responsible for modifications:**
William Hair

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**IMPROVE SOIL QUALITY**
**Number:**
B

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Students will demonstrate methods to improve soil quality.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Sustainable Agriculture

**Cumulative Assessment Results (Numeric):**
50.0

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Soils Capstone Lab
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Soils Lab Reports
How: Soils Lab Rubric
Who: Ag students
Where: AGR 202

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve 70% or higher on capstone lab report

Student Success Improvement Goal:
Students will demonstrate an understanding of methods for soil quality improvement through completion of the Soils Capstone Lab.

Student Group to be Assessed:
AGR 202 Students
Actual Results of Assessment (Percentage):
50.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Our goal was not met (down 40%) as only 50% of the students scored 70 or higher on the Final Soils Lab Assignment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results were well below the previous year. This change was due to one student scored below 70 due to failure to follow directions and another student chose not to complete the assignment due to a family issue.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Due to the issues with 2 of the students, there will not be any major changes to the final lab assignment for soils.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Final Exam
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Final Exam
How: Exam Questions
Who: Ag students
Where: AGR 202

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on Selected Final Exam questions

Student Success Improvement Goal:

Student Group to be Assessed:
AGR 202 Students

Actual Results of Assessment (Percentage):
50.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of students achieved 70% or higher on Selected Final Exam questions, so the goal was not met (down 30%).

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 50% of students will achieve 70% or higher on Selected Final Exam questions. The 17 selected questions include a variety of question formats and no question was missed by all students. One student did delay taking the final exam due to a family issue, which likely effected the grade.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

As an instructor, I have to encourage students to put more effort into preparing for the final exam. I will add a review time into the class to help them focus on concepts they need to understand.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

ENVIRONMENTAL CONSERVATION METHODS
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Student will demonstrate environmental conservation methods

Progress:
Completed

Responsible Roles:
**Program:**
Certificate, Sustainable Agriculture

**Cumulative Assessment Results (Numeric):**
71.0

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

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**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Test 2**

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Test 2
How: Selected Test Questions
Who: Ag Students
Where: AGR 201

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will achieve 70% or higher on report

**Student Success Improvement Goal:**
Students will acquire knowledge of environmental conservation methods and how they translate into a more sustainable agricultural production system.

**Student Group to be Assessed:**
AGR 201 Students

**Actual Results of Assessment (Percentage):**
67.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
67% of the students scored 70% or higher of selected test questions.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
the goal of 80% of the students scoring 70% or higher was not met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Due to the restructuring of the course a classroom activity was not implemented on how environmental conservation methods translate into a more sustainable production system.

**Re-evaluation Date:**
10/10/2016

**Changes made to process/modifications:**

**Person responsible for modifications:**
Melissa Plummer

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None
Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Soil Erosion Lab
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Soil Erosion Lab
How: Soil Erosion Lab Rubrics
Who: Ag students
Where: AGR 202

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on lab demonstration.

Student Success Improvement Goal:
Students will develop a lab display to demonstrate at least one negative effect of soil erosion on soil conservation and one practical way to correct the negative effect.

Student Group to be Assessed:
AGR 202 Students

Actual Results of Assessment (Percentage):
75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of the students scored 70 or above on the Soil Erosion Lab Demonstration which was 5% below our goal.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
50% of the students scored 80 or higher, 1 student scored below 80 and another student chose not to complete the assignment due to a family issue. For those completing the demonstration, most followed the directions but quality of the displays for the demonstration were not "A" quality.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
In order to improve success, I will provide more details on the quality of the demonstrations and will require one new concept or idea concerning soil erosion not covered in lecture.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

INTEGRATED PEST MANAGEMENT METHODS
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate proficiency in implementing Integrated Pest Management methods.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
77.6

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Exam
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Final Exam
How: Exam Question
Who: Ag students
Where: AGR 205

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on the final exam question.

Student Success Improvement Goal:
Students will be able to explain how to implement Integrated Pest Management concepts in a sustainable agricultural production system.

Student Group to be Assessed:
AGR 205 students

Actual Results of Assessment (Percentage):
75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students will achieve 70% or higher on the final exam question.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students will explain how to implement Integrated Pest Management concepts in a sustainable agricultural production system was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Due to low student numbers, one student not scoring 70% or higher on the final exam question prevented the goal from being achieved. All student were successful in their overall grade of a 70% or higher.

Person responsible for modifications:
William Hair
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 

RELATED ITEM LEVEL 1
Plant Disease Project
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Plant Disease Project
How: Plant Disease Rubrics
Who: Ag students
Where: AGR 204

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:
Students will be able to apply basic IPM principles to control crop plant diseases.

Student Group to be Assessed:
AGR 204 students

Actual Results of Assessment (Percentage):
83.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of the students achieved 70% or higher on the Plant Disease report showing an understanding of IPM methodology to control pests.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% or higher on the assessment was met.
It was due to one student not submitting a report that lowered the success rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students exhibited knowledge of IPM methodologies to control plant pests. Students selected a crop disease and related control methods (cultural, genetic host resistance, biological, and chemical) that are considered more sustainable practices.

Re-evaluation Date:
4/3/2017

Changes made to process/modifications:
No change to evaluation.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No
IPM Cumulative Project

Embedded Outcome Number: D-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: IPM Project
How: IPM Rubrics
Who: All Ag students
Where: AGR 205

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text): 80% of students will achieve 85% or higher on the cumulative project.

Student Success Improvement Goal:
Students will demonstrate proficiency in implementing integrated pest management methods for one South Carolina crop through the cumulative project.

Student Group to be Assessed: AGR 205 students

Actual Results of Assessment (Percentage): 75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of the students scored 85% or higher on the IPM Cumulative Project.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students demonstrated proficiency in implementing integrated pest
management methods for one South Carolina crop through the cumulative project was not
met. Due to low class enrollment, one student scoring below 85 meant that the goal could not be
obtained. This student did not include all required components of the cumulative project.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
In order to ensure students are including all required elements, an outline will be required in
advance of the project presentation.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROFITABLE MARKETING AGRICULTURAL COMMODITIES
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate an understanding of profitable marketing of agricultural commodities.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1

SCDA Certified SC Program
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: SCDA Certified SC Program presentation
How: Selected Test Questions
Who: Ag students
Where: AGR 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score a 70% or higher on selected test questions.

Student Success Improvement Goal:
Students will gain an understanding on profitably marketing agricultural commodities as explained by a representative from the SCDA Certified SC Program.

**Student Group to be Assessed:**
AGR 201 students

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of the students scored an 80% or higher.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
100% of the students were able to explain how the SC Department of Agriculture's Certified SC Grown program is working to make our state's agriculture more sustainable through profitable marketing strategies on a selected test question.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students exhibited knowledge pertaining to the profitable marketing of SC (locally) grown products as promoted by the Certified SC Grown program.

**Re-evaluation Date:**
11/7/2016

**Changes made to process/modifications:**

**Person responsible for modifications:**
Melissa Plummer

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

AGRICULTURAL OPERATION DIVERSITY
Number: F
FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will use a variety of skills to evaluate the diversity of an agricultural operation.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------
RELATED ITEM LEVEL 1
Agricultural Diversity
Embedded Outcome Number:
F-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Agricultural Diversity Project PPT Presentation
How: Presentation Rubrics
Who: Ag students
Where: AGR 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on presentation

Student Success Improvement Goal:
Students will develop a presentation and articulate the principles of what characterizes a diverse agricultural operation.

Student Group to be Assessed:
AGR 201 students

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students scored 70% or higher on the assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% or higher was met.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students exhibited knowledge of agricultural diversity and how it relates to sustainable practices. Students enjoyed hearing about their classmates operations. Some may have taken ideas that they may incorporate.

Re-evaluation Date:
12/5/2016

Changes made to process/modifications:

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Crop Diversity
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Crop Diversity Report
How: Crop Diversity Rubrics
Who: Ag students
Where: AGR204

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0
Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:
Students will gain an understanding of plant origins and current breeding work in a diversity of crops that can be produced in sustainable agricultural production system.

Student Group to be Assessed:
AGR 204 students

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students achieved 70% or higher on the Crop Diversity Report showing an understanding of plant origins and current breeding work in a diversity of crops.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students achieving 70% or higher was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students gained an understanding of plant origins and current breeding work in a diversity of crops. They were able to report how many different varieties can be developed from an ancestral crop plant.

Re-evaluation Date:
3/27/2017

Changes made to process/modifications:
No change to evaluation.
Person responsible for modifications: Melissa Plummer

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?: No

Business
Associate Degree, Administrative Office Technology and Related Diploma
PERFORM BASIC OFFICE/RECEPTIONIST FUNCTIONS

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Perform basic office/receptionist functions.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
84.6

Cumulative Assessment Results (Text):
84.6% of student successfully completed the assignments.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

**Practice proper office procedures**

Embedded Outcome Number:

A-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Accurately prepare reports, maintain records, process mail, maintain an appointment calendar, greet visitors

How: Students will practice proper office procedures.

Who: AOT students in AOT143, Office Systems and Procedures or MGT110, Office Management

When: 1st year AOT curriculum

Where: Classroom lecture, video presentations and homework assignments

**Type of Assessment:**

Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

70.0

**Minimum Expected Outcome for Level of Achievement (Text):**

Expected Achievement: Successful completion of projects, tests and labs.

**Student Success Improvement Goal:**
Student Group to be Assessed:
AOT students in AOT143 or MGT110

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84.6% of students successfully completed the assignments.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Typically, most students are successful in MGT110. One student withdrew and one student failed the assignments because he did not complete them.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
AOT students have a good understanding of proper office procedures.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE COMPUTER SKILLS
Number:
Description - What will the student know or be able to do upon completion of the program?:
Use computer skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
85.7

Cumulative Assessment Results (Text):
85.7% of AOT students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
100.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
83.3

Analyze the disaggregated data results above::

One AOT student took MGT 270 online in Summer 2016. The sample was small, so no conclusions can be drawn there.

Overall (ACC/AOT/BUS), the traditional class had a success rate of 84.6%, and the online class had a success rate of 83.3%.
Demonstrate proficiency with Microsoft Office, proofread and edit documents, use the Internet for research

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate proficiency with Microsoft Office, proofread and edit documents, use the Internet for research

How: Students will apply acquired skills in a work setting.

Who: AOT students in AOT210, Document Production or MGT270, Managerial Communications

When: 2nd year AOT curriculum

Where: Lab/classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of projects, tests and labs

Student Success Improvement Goal:

Student Group to be Assessed:
AOT students in AOT210 or MGT270

Actual Results of Assessment (Percentage):
86.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85.7% of AOT students were successful in completing the assignments.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
MGT 270 success rate was 84.4%. This includes ACC, BUS, and AOT students. Overall, AOT student performance was in line with the class average. One AOT student did not complete the term project, bringing down the success rate among AOT students.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
AOT Students have a good understanding of how to use MS Office and online tools in the workplace.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PROFESSIONAL ATTRIBUTES (SOFT SKILLS)
Number:
C

FY Start:
FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:  
Demonstrate professional attributes (soft skills).

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):  
88.9

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:  
Yes

Online Instructional Delivery :

Offsite Instructional Delivery :  
100.0

Traditional/Hybrid Instructional Delivery :  
84.6

Analyze the disaggregated data results above::  
Offsite instruction is the internship. Typically students do not fail this part of the program because they are in the graduating term.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Learn and practice proper office procedures
Embedded Outcome Number:  
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
What: Show professionalism, learn workplace protocol, time management, demonstrate knowledge of workplace ethics, demonstrate critical-thinking and communication skills.

How: Students will learn and practice proper office procedures.

Who: Students in AOT143 Office Systems and Procedures or MGT110, Office Management, AOT270 SCWE in Administrative Office Technology or MGT290, SCWE in Management

When: 1st and 2nd year AOT curriculum

Where: Learning lab and employer site

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of projects, tests and labs. Successful completion of internship.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in AOT143 or MGT110, AOT270 or MGT290

Actual Results of Assessment (Percentage):
88.9

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88.9% of students were successful.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Two students were unsuccessful in MGT110. One student withdrew from the class. One student failed to do the assigned work.

All students were successful in MGT290 (Internship).

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**

*What actions will be taken?:*
AOT students have a good understanding of proper office procedures.

**Re-evaluation Date:**
8/1/2017

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**DEVELOP INTERPERSONAL SKILLS**

**Number:**
D

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Develop interpersonal skills.

**Progress:**
Completed

**Responsible Roles:**
**Program:**
Associate Degree, Administrative Office Technology and Related Diploma

**Cumulative Assessment Results (Numeric):**
100.0

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice interpersonal skills through interaction with others at an employer site</td>
<td></td>
</tr>
</tbody>
</table>

**Embedded Outcome Number:**
D-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Show flexibility, initiative and the ability to cooperative work with others; develop team building skills

How: Students will practice interpersonal skills through interaction with others at an employer site

Who: Students in AOT270, SCWE in Administrative Office Technology or MGT290, SCWE in Management

When: AOT 2nd year curriculum

Where: Internship at an employer site

**Type of Assessment:**
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of internship.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in AOT270 or MGT290

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students were successful in completing the internship.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
No key findings.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students have developed the interpersonal skills needed to work with others.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PRE-EMPLOYMENT SKILLS
Number: E

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Demonstrate pre-employment skills.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
75.0

Cumulative Assessment Results (Text):
75% of the students were successful in completing the assignments.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
Create a resume, cover letter, follow-up letter, demonstrate proper interviewing skills

Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Create a resume, cover letter, follow-up letter, demonstrate proper interviewing skills
How: Students will complete assignments and a mock interview
Who: Students in AOT143, Office Systems and Procedures or MGT110, Office Management
When: 1st year AOT curriculum
Where: AOT classroom, mock interview site

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of assignments and interview.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in AOT143 or MGT110

Actual Results of Assessment (Percentage):
75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students were successful.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rates should be higher. The lower success rate was due to 3 students who did not complete all of the work.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The students who completed the work showed a good understanding of how to write the application documents and what to expect in a job interview.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Business Administration: Accounting
AQUIRE KNOWLEDGE OF BASIC ACCOUNTING PROCESS
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of basic accounting processes.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
76.0

Cumulative Assessment Results (Text):
76% of students met the objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
64.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
81.0

Analyze the disaggregated data results above:
Online results were skewed by a small summer online class. Fall 2015 online results were in the successful range. New videos and online resources will be made available.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate basic accounting terminology and flow of accounting process
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate basic accounting terminology and flow of accounting process.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in ACC101

Actual Results of Assessment (Percentage):
76.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
76% of students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies however success rates were below 70% for online students.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Online resources will be updated to increase understanding.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PREPARE GENERAL LEDGER

Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Prepare a general ledger.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
74.0

Cumulative Assessment Results (Text):
74% of students met the objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
72.0

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:
75.0

Analyze the disaggregated data results above:
Both online and traditional classes were able to successfully complete the class project. New resources for doing the project have since been developed. New videos showing use of the new resources will be made.

ASSESSMENT(S)------------------

Prepare chart of accounts, analyze accounting transactions, prepare journal entries and post to ledgers.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Analyze accounting transactions, prepare journal entries and post to ledgers.

How: Practice Set Project: Students will be given specific information on how to analyze transactions and journalize and post to a general ledger, and will be required to show extensive mastery of these within the project.

Who: Students enrolled in ACC101, Accounting Principles I

When: 1st year ACC curriculum.

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
Actual Results of Assessment (Percentage):
74.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
74% of students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RECONCILE ACCOUNTS
Number:
C
FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Reconcile accounts.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
87.0

Cumulative Assessment Results (Text):
87% of students met the objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
50.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
92.0

Analyze the disaggregated data results above:
There was one online section offered, with only two students. New videos and other online resources will be made. A tutor for this course is often not available or needs refresher training. The current tutor for this course will receive refresher training.
Reconcile accounts
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Reconcile accounts.

How: Practice Project: Students will be given in depth instructions and information how to prepare and reconcile accounting data.

Who: Students enrolled in ACC 240, Computerized Accounting
When: 2nd year ACC curriculum.
Where: Classroom

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better

Student Success Improvement Goal:

Student Group to be Assessed:
ACC 240

Actual Results of Assessment (Percentage):
87.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of students met this objective.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies found however a summer online course with only two students did not meet the objectives.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since success rates are within established goals, the department will continue to provide support as needed to correct deficiencies. Better videos and other resources will be made for online students. The tutor will be worked with so she can better help ACC 240 students.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PREPARE MANUAL/COMPUTERIZED FINANCIAL STATEMENTS
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Prepare manual/computerized financial statements.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
75.0

Cumulative Assessment Results (Text):
75% of students met this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Prepare a proper and complete income statement.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Prepare a proper income statement

How: Exam: Students will be given procedures on completing the income statement and will need to show understanding of concepts as well as practical preparation of the statement given an adjusted trial balance.

Who: Students enrolled in ACC201, Intermediate Accounting I

When: 2nd year ACC curriculum

Where: Classroom
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC201

Actual Results of Assessment (Percentage):
75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students have a good understanding of how to complete the income statement. Since success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PREPARE FEDERAL & STATE FORMS
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Prepare federal and state forms.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
87.0

Cumulative Assessment Results (Text):
87% of students met this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
100.0
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
77.0

Analyze the disaggregated data results above:
All classes were small. A traditional day class did not meet the objectives while both the evening and online courses were 100% successful. The project was disseminated in parts, which led to higher success.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Prepare federal and state income tax forms.
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare federal and state income tax forms.

How: Tax return project, where students are given multiple returns to complete. (This metric was changed as the IRS does not allow VITA certification for non-VITA volunteers.)

Who: Students in ACC124, Individual Tax Procedures

When: 1st year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will earn a C or better on this assignment.

Student Success Improvement Goal:
Student Group to be Assessed:
ACC124

Actual Results of Assessment (Percentage):
87.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Since success rates are within established goals the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

USE COST ACCOUNTING TECHNIQUES
Number: F

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use cost accounting techniques.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):
90% of the students met the objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Basic job costing methods.

Embedded Outcome Number:
F-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate basic job costing methods.

How: Exam

Who: Students in ACC102, Accounting Principles II

When: 1st year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC102

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.
Develop Supportable Conclusions - What do you plan to do to improve student learning? 
What actions will be taken?:
Since success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

ANALYZE FINANCIAL STATEMENTS.
Number:
G

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Analyze financial statements.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting
Cumulative Assessment Results (Numeric):
71.0

Cumulative Assessment Results (Text):
71% of the students met the objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Calculate and interpret financial ratios.
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Calculate and interpret financial ratios.
How: Exam
Who: Students enrolled in ACC201, Intermediate Accounting I
When: 2nd year ACC curriculum
Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ACC201

**Actual Results of Assessment (Percentage):**
71.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
71% of students met this objective.

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**
No major deficiencies were found, however the success would be preferably higher.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Since success rates were within established goals, the department will continue to provide support as needed to correct deficiencies. Extra videos and other resources will be made to assist in student learning of this topic. More practice problems will be assigned.

**Re-evaluation Date:**
8/1/2017

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None
Was the QEP Rubric used to assess this activity?:
No

DEMONSTRATE KNOWLEDGE OF ACCOUNTING TOOLS

Number: H

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of accounting tools.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):
90% of students met this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Calculate basic business math, use touch system adding machine/calculator, prepare schedules.
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Calculate basic math, use touch system adding machine/calculator, and prepare schedules.

How: Exam : Students will demonstrate their ability and understanding of basic accounting tools through preparation of a payroll register, calculating paycheck information, and utilizing the classroom adding machines.

Who: Students enrolled in ACC150, Payroll Accounting

When: 2nd year ACC curriculum

Where: Classroom

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC150

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

90% of students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found. Actual physical use of adding machines were not completed, as many students take assessments online.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Since the success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

USE COMPUTER SKILLS

Number:
I

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use computer skills to demonstrate accounting principles.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Accounting

**Cumulative Assessment Results (Numeric):**
81.0

**Cumulative Assessment Results (Text):**
81% of students met this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

**Online Instructional Delivery:**
50.0

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
85.0

Analyze the disaggregated data results above:

The online offering was a summer class with only two students. New videos and resources will be made. The tutor will have refresher training in G/L software.

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

*Use of computer to accomplish accounting tasks, make regular backups, use applications (software) that is used in the industry.*

**Embedded Outcome Number:**
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
What: Use a computer to make regular backups, use applications (software) that is used in the industry.

How: Peachtree Project: Students will be required to demonstrate their understanding and ability to use common general ledger software to complete a project.

Who: Students enrolled in ACC240, Computerized Accounting

When: 2nd year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will complete the project with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC240

Actual Results of Assessment (Percentage): 81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 81% of students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?: No major deficiencies were found except a summer online course with only two students did not meet the objectives.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Since success rates were within established goals, the department will continue to provide support as needed to correct deficiencies. Tutors experienced in G/L software should be available to online students. New videos and other resources for online students will be made.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DEVELOP/USE BUSINESS COMMUNICATION SKILLS
Number:
J

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Develop/use business communication skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting
Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text): 100% of students met this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Communicate (professionally) with a client
Embedded Outcome Number: J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Communicate (professionally) with a client.

How: VITA/Internship : Students will complete an internship for the VITA (tax preparation) program whereby they interact with clients in the local community.

Who: Students enrolled in ACC275, Special Topics in Accounting

When: 2nd year ACC curriculum

Where: Classroom/communit

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0
Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC275

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students met this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since success rates were within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:
No

DEMONSTRATE PROFESSIONALISM
Number:
K

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students met this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::
Assume responsibility and perform duties in a professional manner, interact with clients, learn time management and how to prioritize tasks.
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Assume responsibility and perform duties in a professional manner, interact with clients, learn time management and how to prioritize tasks.

How: VITA/Internship : Students will complete an internship for the VITA (tax preparation) program whereby they interact with clients in the local community.

Who: Students enrolled in ACC275, Special Topics in Accounting

When: 2nd year ACC curriculum

Where: Classroom/local community

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC275

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students met this objective.
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Since success rates were within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Associate Degree, Business Administration: Enterprise Management and Related Certificates
DEVELOP MANAGEMENT SKILLS
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Develop management skills.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students scored 70% or better on assignments.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Acquire decision making, coaching and conflict resolution skills, employee relations
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Acquire decision making, coaching and conflict resolution skills, employee relations,

How: Work Experience : Students will plan, develop and implement multiple projects.

Who: Students in BUS 268, Special Projects in Business

When: 2nd year Business curriculum
Where: Classroom/Simulation

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will complete requirements with 70% C or better grade.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
BUS 268

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored 70% or better on assignments.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
No major deficiencies were found.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Since success rates are within established goals, the department will continue to provide support as needed to correct any deficiencies. Will look at the use of technology to give students more practice with decision-making and conflict resolution.

**Re-evaluation Date:**
8/1/2017
Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE INTRODUCTORY MARKETING SKILLS
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate introductory marketing skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
83.3

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
MKT 101 is offered as an online but it was not offered online in the 2015-2016 academic year.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Collect marketing data, develop sales skills
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Learn how to collect marketing data, develop sales skills.

How: Marketing Plan: Students will develop a marketing plan that includes a marketing budget.

Who: Students in MKT101, Marketing

When: 1st year Business curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete Marketing Plan with a 70% C or better grade.

Student Success Improvement Goal:

Student Group to be Assessed:
MKT101

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
83.3% of students were successful in completing the marketing plan.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
3 out of 7 night students did not complete the assignment. Typically, we don't have issues with night students not completing assignments.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
General business students have a good understanding of how to collect data and create a marketing plan.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PRACTICE ACCOUNTING SKILLS
Number:
C

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Practice accounting skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
79.0

Cumulative Assessment Results (Text):
79% of students scored 70% or better on assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------
RELATED ITEM LEVEL 1
Reconcile bank accounts, prepare pro forma accounting statements
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Learn how to reconcile bank accounts, prepare pro forma accounting statements.
How: Financial Statements and Supporting Documents: Students will prepare financial statements and all necessary supporting budgets, schedules, etc. to support Business Plan. These skills are first introduced in ACC101 (see Accounting Student Learning Outcomes). The skills are applied in BUS110.

Who: Students in BUS 110, Entrepreneurship

When: 2nd year Business curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete assignments with a 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
BUS 110

Actual Results of Assessment (Percentage):
79.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
79% of students scored 70% or better on assignment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found. Eight percentage points increase over last year.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Since success rates are within established goals, the department will continue to provide support as needed to correct any deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:
We will continue to emphasize the use of Excel in creating financial statements. We will also give additional practice assignments to improve success rates with the business plan.

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP PERSONAL FINANCE SKILLS
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Develop personal finance skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates
Cumulative Assessment Results (Numeric):
60.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
60.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
60.0

Analyze the disaggregated data results above:
The success rate was the same for online and traditional students. In both formats, the success rate was 60%.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

   Develop budgeting skills, understand personal finance/credit, manage credit, calculate amortization, depreciation and interest

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Develop budgeting skills, understand personal finance/credit, manage credit, calculate amortization, depreciation and interest.

How: Personal Financial Plan: Students will create a personal financial plan based on scenario given in class to improve on time value of money.

Who: Students in BAF 101, Personal Finance

When: 1st year Business curriculum

Where: Classroom/Lab
Type of Assessment: 
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 
70.0

Minimum Expected Outcome for Level of Achievement (Text): 
70% of students will receive a grade of C or better on all assignments.

Student Success Improvement Goal:

Student Group to be Assessed: 
BAF 101

Actual Results of Assessment (Percentage): 
60.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
60% of students were successful.

Results of Assessment Date: 
Summer

Key Findings - Based on your assessment data, what factors influenced the results?: 
in the Spring 2016 day class (BAF 101 01), 8 out of 16 or 50% of the class did not submit the assignment and received a zero grade. In the other sections, all students submitted at least part of the assignment. Most submitted a complete plan.

Develop Supportable Conclusions - What do you plan to do to improve student learning? 
What actions will be taken?:

Many students are having difficulty in applying personal finance concepts to a simulated financial plan. We need to provide more instruction and support for students.

Re-evaluation Date: 
8/1/2017

Changes made to process/modifications:
DEVELOP COMPUTER SKILLS

Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program? :
Develop computer skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
93.0

Cumulative Assessment Results (Text):
93% of students scored 70% or better on assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
83.0
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
96.0

Analyze the disaggregated data results above:
Students in both the online and traditional classes completed assignment above the targeted goal.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Use industry standard software to develop Internet, Intranet and email skills
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Use industry standard software to develop Internet, Intranet and email skills.

How: Team Projects: Students will use technology to research, plan, and conduct a technology workshop. Computer training is done in CPT170 (Microcomputer Applications) and CPT174 (Spreadsheets), and acquired skills are applied throughout the General Business curriculum, but more so in MGT270.

Who: Students in MGT 270, Managerial Communications

When: 2nd year Business curriculum

Where: Classroom/Lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete all assignments and receive 70% C or better.
Student Success Improvement Goal:

Student Group to be Assessed:
MGT 270

Actual Results of Assessment (Percentage):
93.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students scored 70% or better on assignment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Success rates are within established goals. Students possess the skills needed to communicate in the workplace.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:
We will continue to look at ways to use technology to enhance the current assignments, giving students more exposure to workplace technology.

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE LEADERSHIP SKILLS
Number: F

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate leadership skills.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
93.0

Cumulative Assessment Results (Text):
93% of students scored 70% or better on assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
83.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
96.0

Analyze the disaggregated data results above:
Students in both the online and traditional classes completed assignment above the targeted goal.
Organize work, prioritize, and take ownership of problems
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Learn how to organize work, prioritize, and take ownership of problems.

How: Term Project: Students will use their leadership skills, including organization and time management skills, while working in teams to complete project.

Who: Students in MGT 270, Managerial Communications

When: 2nd year Business curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete all assignments and receive 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT 270

Actual Results of Assessment (Percentage):
93.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
93% of students scored 70% or better on assignment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Success rates are within established goals. Students possess the skills needed to communicate in the workplace.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:
We will look at ways to use technology to enhance the current assignments, giving students more exposure to workplace technology.

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP PROFESSIONALISM

Number:
G

FY Start:
7/1/2015

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Develop professionalism.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students scored 70% or better on assignments.

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)

RELATED ITEM LEVEL 1

Demonstrate interviewing skills, work ethic, appropriate dress, stress management techniques, professional conduct, how to conduct themselves in a diverse work environment
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate interviewing skills, work ethic, appropriate dress, stress management techniques, professional conduct, how to conduct themselves in a diverse work environment.
How: Work Experience (“Simulation” or Internship):
Students will operate Business Resource & Empowerment Center conducting workshops in various business related topics. Students will report to “work” daily, dress appropriately, use office technology and equipment, and get hands on experience in teamwork and other soft skills.

Who: Students in BUS 268, Special Projects in Business

When: 2nd year Business curriculum.

Where: Classroom, Local businesses/Industry

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will complete assignments with a 70% C or better in the class.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
BUS 268

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored 70% or better on assignments.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Success rates are within established goals. Students have the soft skills needed to get a job. The department will continue to provide support as needed to correct any deficiencies.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

We will look at exposing students to more work-related situations. This can be done through offering additional internship or job shadowing opportunities. We need to look at available technology, such as simulation, to provide more soft skills training.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY

Number:
H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
93.0

Cumulative Assessment Results (Text):
93% of students scored 70% or better on assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
83.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
96.0

Analyze the disaggregated data results above:
Students in both the online and traditional classes completed assignment above the targeted goal.

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Create professional business correspondence, prepare written and oral reports, identify chain of command, identify communication channels, communicate on the level of the receiver

Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Learn how to create professional business correspondence, prepare written and oral reports, identify chain of command, identify communication channels, communicate on the level of the receiver.
How: Term Project: Students will develop presentation skills by completing Term Project that requires teamwork and a oral PowerPoint presentation.

Who: Students in MGT270, Managerial Communications.

When: 2nd year Business curriculum.

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete the assignments with a grade of 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT270

Actual Results of Assessment (Percentage):
93.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students scored 70% or better on assignment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Success rates are within established goals. Students have oral and written communication skills needed to be successful on the job. The department will continue to provide support as needed to correct any deficiencies.

**Re-evaluation Date:**
8/1/2017

**Changes made to process/modifications:**
We will look at exposing students to more work-related situations. This can be done through offering additional training in business communication. We need to look at available technology, such as simulation, to provide more soft skills training.

**Person responsible for modifications:**
Marilyn Amaker and Debra Jones

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

### DEVELOP TEAMWORK SKILLS

**Number:**
I

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Develop teamwork skills.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Enterprise Management and Related Certificates
Cumulative Assessment Results (Numeric):
93.0

Cumulative Assessment Results (Text):
93% of students scored 70% or better on assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
83.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
96.0

Analyze the disaggregated data results above:
Students in both the online and traditional classes completed assignment above the targeted goal.

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1
Participate in teams and support team members, use creativity for idea generation, and participate in cross-training
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Learn how to participate in teams and support team members, use creativity for idea generation, and participate in cross-training.

How: Book Club Discussion: Students will participate in Book Club discussion of teamwork.

Who: Students in MGT 270, Managerial Communications.

When: 2nd year Business curriculum

Where: Classroom
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete the assignments with a grade of 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT 270

Actual Results of Assessment (Percentage):
93.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students scored 70% or better on assignment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Success rates are within established goals. Students possess the skills needed to communicate in the workplace.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:
We will look at ways to use technology to enhance the current assignments, giving students more exposure to workplace technology.
Person responsible for modifications: Marilyn Amaker and Debra Jones

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

DEMONSTRATE INTRODUCTORY BUSINESS LAW CONCEPTS
Number: J

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate introductory business law concepts.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
All of the students successfully complete the assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Learn labor laws, collection laws, employee/employer rights
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn labor laws, collection laws, employee/employer rights.

How: Students will be required to create a written report on corporate law.

Who: Students in MGT201, Human Resource Management

When: 2nd year Business curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete assignments with a grade of 70% C or better

Student Success Improvement Goal:

Student Group to be Assessed:
MGT201, Human Resource Management
Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students were successful in completing the assignment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No key findings.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students have a good understanding of employment law.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:
This is the first year that this assignment was used in MGT 201. Previously, it was in BUS 101.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Entrepreneurship Certificates
DEVELOP A BUSINESS PLAN
Number:
FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Develop a business plan

Progress:
Completed

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
67.0

Cumulative Assessment Results (Text):
67% of students scored 70% or better on assignments.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Write a business plan
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Research a business idea and use the information to create a road map for developing this idea into a business.

How: Students will use their research, computer, and analytical skills to write a complete business plan for the business idea they choose.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on Business Plan.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120, Business Plan

Actual Results of Assessment (Percentage):
67.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students scored 70% or better on assignments.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate was below established goal. The sample size was small and one student did not complete the assignment due to suspension. Even though the results are below the goal of 70%, 100% of the students who completed the assignment scored 70% or better.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since success rate was below established goal, the department will monitor performance and continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EMPLOY BUSINESS TERMS AND TACTICS WITHIN THE SMALL BUSINESS ENVIRONMENT

Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Employ business terms and tactics within the small business environment

Progress:
Completed
Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students scored 70% or better on assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate an understanding of business terms and strategies.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:


How: Students will run several business simulations.

Who: Students in BUS 116, Business Opportunity Analysis

When: 1st Semester Entrepreneurship Certificate Curriculum

Where: Classroom
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will show continuous improvement (score C or better) in running simulated business ventures.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 116, Business Opportunity Analysis

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on assignment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Success rates are within established goals.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:
Since success rates are within established goals, the department will continue to provide support as needed to correct any deficiencies. However, will move simulations to BUS 115 - Introduction to Entrepreneurship, Fall 2016.

**Person responsible for modifications:**
Marilyn Amaker and Debra Jones

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**DEVELOP A MARKETING PLAN**

**Number:**
C

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?**
Develop a marketing plan

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Entrepreneurship Certificates

**Cumulative Assessment Results (Numeric):**
67.0

**Cumulative Assessment Results (Text):**
67% of students scored 70% or better on assignment.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------

RELATED ITEM LEVEL 1

Create a marketing plan.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Collect and analyze marketing data.

How: Marketing Plan: Students will develop a marketing plan that will include a marketing budget.

Who: Students in BUS 120, Business Plan

When: 2nd (spring) semester Entrepreneurship Certificate curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete Marketing Plan with a 70% C or better grade.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120, Business Plan
Actual Results of Assessment (Percentage):
67.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students scored 70% or better on assignments.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate was below established goals. The sample size was small and one student did not complete the assignment due to suspension. Even though the results are below the goal of 70%, 100% of the students who completed the assignment scored 70% or better.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since success rate was below established goal, the department will monitor performance and continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:


ANALYZE AND RESOLVE PROBLEMS INVOLVING FINANCE

Number: D

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Analyze and resolve problems involving finance.

Progress: Completed

Responsible Roles:

Program: Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
55.7

Cumulative Assessment Results (Text):
55.7% of students met the objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Determine how much money is needed to start a business and how to get the funds needed.

Embedded Outcome Number:
D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Calculate and describe how much money is needed to start a business and how the money will be used

How: Students will prepare a Source and Use of Funds Statement

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on this assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
67.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students scored 70% or better on assignment.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate was below established goal. The sample size was small and one student did not complete the assignment due to suspension. Even though the results are below the goal of 70%, 100% of the students who completed the assignment scored 70% or better.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since success rate was below established goal, the department will monitor performance and continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Make realistic financial projections.
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare budgets and make realistic business projections.

How: Students will prepare realistic sales projections, marketing budget, technology budget, and staffing budget.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum
Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on each assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
33.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
33% of students scored 70% or better on all three assignments. One student scored 50% on one of the three assignments and one student did not complete the assignments due to suspension.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate was below established goal.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since success rate was below established goal, the department will monitor performance and continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017
Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Prepare and analyze financial statements
Embedded Outcome Number:
D-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare basic financial statements and understand how the information in the statements can be analyzed to make business decisions.


Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score an average 70% C or better on financial statements portion of business plan.
Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
67.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students scored 70% or better on assignment. The sample size was small and one student did not complete the assignment due to suspension. Even though the results are below the goal of 70%, 100% of the students who completed the assignment scored 70% or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate was below established goal.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Since success rate was below established goal, the department will monitor performance and continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PERSONAL QUALITIES NEEDED TO FUNCTION EFFECTIVELY WITH INDIVIDUALS IN SUPERVISION, EVALUATION, AND CONTROL
Number: E

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate personal qualities needed to function effectively with individuals in supervision, evaluation, and control

Progress: Completed

Responsible Roles:

Program: Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric): 50.0

Cumulative Assessment Results (Text): 50% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery: 100.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 33.3
Analyze the disaggregated data results above::
This was a small sample. There was one ENTR student in the online class, and she was successful in completing the simulations. The other three students were in a traditional or hybrid class. One of the three students was successful. The other two students either did not complete all of the simulations or have other academic issues not related to this course.

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate effective supervision, evaluation, and control of subordinates
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to effectively supervise, evaluate and control subordinates in the workplace

How: Students will complete a series of scenario-based simulations related to supervision, evaluation and control of subordinates

Who: Students in MGT101, Principles of Management

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text): At least 70% of students will successfully complete the simulations

Student Success Improvement Goal:

Student Group to be Assessed:
Entrepreneurship students in MGT101, Principles of Management
Actual Results of Assessment (Percentage):
50.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of ENTR students were successful with the management simulations.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The students who were not successful either did not complete the work, or had difficulty with every simulation.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This was a small group (4 students) so we may not be able to draw any conclusions from the group. The students who were not successful have other academic issues which may have influenced the total outcome. Typically all students do not score as well on the simulation assignments, as they do on other assignments. But grades in the 70's and 80's are common.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF CURRENT LEGAL ISSUES INVOLVED IN STARTING AND OPERATING A BUSINESS
Number: F

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of current legal issues involved in starting and operating a business

Progress: Completed

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
67.0

Cumulative Assessment Results (Text):
67% of students scored 70% or better on assignment. The sample size was small and one student did not complete the assignment due to suspension. Even though the results are below the goal of 70%, 100% of the students who completed the assignment scored 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate understanding of current legal issues involved in starting and operating a small business
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Evaluate different forms of business ownership and address other legal matters required to start a business.

How: Students will evaluate the advantages and disadvantages of the different forms of business ownership and choose the form that is best for their business. They will also determine the form of business ownership they anticipate in the future. They will also determine the licenses and permits needed for their business. This information will be included in the Business Plan.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will score 70% C or better on legal issues section of Business Plan.

Student Success Improvement Goal:

Student Group to be Assessed: Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage): 67.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 67% of students scored 70% or better on assignment. The sample size was small and one student did not complete the assignment due to suspension. Even though the results are below the goal of 70%, 100% of the students who completed the assignment scored 70% or better.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate was below established goal.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Since success rate was below established goal, the department will monitor performance and continue to provide support as needed to correct deficiencies.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP EFFECTIVE COMMUNICATION TO ADMINISTER POLICY BOTH INTERNALLY AND EXTERNALLY

Number:
G

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Develop effective communication to administer policy both internally and externally.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students scored 70% or better on assignment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Communicate effectively to administer policy both internally and externally
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate understanding of effective communication skills dealing with internal customers and external customers.

How: Students will complete Customer Service Certification.

Who: Students in MKT 135, Customer Service Techniques

When: 2nd Semester Entrepreneurship Certificate Curriculum
Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will pass certification exam.

Student Success Improvement Goal:

Student Group to be Assessed:
MKT 135, Customer Service Techniques

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on assignment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Success rates are within established goals. Students possess the customer service skills needed to be successful in the workplace.

Re-evaluation Date:
8/1/2017
Changes made to process/modifications:
The department will continue to provide support as needed to correct any deficiencies.

Person responsible for modifications:
Marilyn Amaker and Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Logistics
DEVELOP WAREHOUSE SUPERVISION SKILLS
Number: A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the ability to supervise a warehouse operation.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

All LOG students successfully completed the management simulations.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.0

Analyze the disaggregated data results above:
MGT 101 is offered in traditional, hybrid, and online formats. However, for this sample, all students were in traditional or hybrid courses. So, there is no disaggregated data.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Acquire decision making, coaching, conflict resolution skills, and employee relationship management skills
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate decision making, coaching, conflict resolution skills, and employee relationship management skills

How: Students will successfully complete a series of management decision-making simulations

Who: LOG Students in MGT101, Principles of Management

When: 1st semester Logistics curriculum

Where: Classroom/Simulation
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the simulations.

Student Success Improvement Goal:

Student Group to be Assessed:
Logistics students in MGT101

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All LOG students successfully completed the management simulations.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No unusual findings. These simulations are more challenging than some other assignments, so students typically score lower than they might score on something like a quiz. Average grades were in the 80's.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

LOG students have a good understanding of how to deal with a variety of management issues.

Re-evaluation Date:
8/1/2017
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate knowledge of shipping and receiving procedures
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate proper procedures for shipping and receiving items in a warehouse

How: Students will successfully complete a project

Who: Students in LOG110, Introduction to Logistics

When: 1st semester Logistics curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
At least 70% of students will successfully complete the project

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
Students in LOG110, Introduction to Logistics

**Actual Results of Assessment (Percentage):**
71.4

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
71.4% of students successfully completed the project.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Among LOG students, the low success rate was due in part, to one student who did not complete the project. A second student scored 35%. This student typically requires a lot of academic support to get through her classes.

AOT students were all successful in completing this project.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Overall, LOG110 students understand shipping and receiving procedures.

**Re-evaluation Date:**
8/1/2017

**Changes made to process/modifications:**
DEMONSTRATE KNOWLEDGE OF WAREHOUSE EQUIPMENT

Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the ability to operate and maintain equipment commonly found in warehousing.

Progress: Completed

Responsible Roles:

Program: Certificate, Logistics

Cumulative Assessment Results (Numeric):
83.3

Cumulative Assessment Results (Text):
83.3% of students successfully demonstrated knowledge of warehouse equipment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**ASSESSMENT(S)---------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Ensure that equipment is correctly operated and maintained**

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will apply learned knowledge regarding warehouse equipment to operate and maintain equipment that is commonly found in a warehouse

How: Students will successfully complete a series of relevant labs

Who: Students in LOG 113, Material Handling Technology

When: 2nd semester Logistics curriculum

Where: Classroom/Simulation

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0
Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the labs.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG113, Material Handling Technology

Actual Results of Assessment (Percentage):
83.3

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
83.3% of students successfully completed the assignments.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No key findings.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students in LOG113 understand how to operate and maintain material handling equipment.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

DEVELOP CUSTOMER SERVICE SKILLS
Number: C

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of customer order requirements.

Progress: Completed

Responsible Roles:
Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):
80.0

Cumulative Assessment Results (Text):
80% of students successfully completed the assignments.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate customer service skills
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate the ability to schedule and monitor shipments to ensure prompt delivery

How: Students will successfully complete a project

Who: Students in LOG235, Traffic Management

When: 2nd semester Logistics curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the project

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG235, Traffic Management

Actual Results of Assessment (Percentage):
80.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

80% of students successfully completed the assignments.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
One student made a D because he did not complete all of the assignments. He scored a passing grade on the assignments that he completed.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students in LOG235 have successfully demonstrated customer service skills.

**Re-evaluation Date:**
8/1/2017

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**COMMUNICATE EFFECTIVELY**

**Number:**
D

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Communicate effectively.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):
80.0

Cumulative Assessment Results (Text):
80% of students (4 out of 5) successfully completed the assignments.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate the ability to communicate with warehouse personnel, customers and suppliers in a supply chain
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to prepare written and oral reports, identify chain of command, identify communication channels, communicate on the level of the receiver, professional conduct, how to conduct themselves in a diverse work environment.

How: Students will complete a project that requires communication with warehouse personnel, customers and suppliers

Who: Students in LOG235, Traffic Management
When: 2nd year Logistics curriculum

Where: Classroom

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will complete the project with a 70% (C or better).

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
Students in LOG235, Traffic Management

**Actual Results of Assessment (Percentage):**
80.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
80% of students successfully completed the assignments.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
One student was not successful because he did not complete all of the assignments. He did receive passing scores on the assignments that he completed.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students in LOG235 have demonstrated the ability to communicate with warehouse personnel, customers, and suppliers.
Computer Technology
Associate Degree, Computer Technology - Network Security and Information Assurance

CLIENT COMPUTING AND USER SUPPORT
Number: A

FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in client computing and user support.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric): 75.0

Cumulative Assessment Results (Text):
75% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; troubleshooting, diagnostic testing and repair of identified computer problems. This included the demonstration of appropriate soft skills when working with customers.

There were 33 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in CPT 209

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of the students will successfully complete troubleshooting strategies in the capstone project.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting strategies while completing PC Repair services within a lab environment.

Student Group to be Assessed:
Seniors in CPT 209

Actual Results of Assessment (Percentage):
75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; troubleshooting, diagnostic testing and repair of identified computer problems. This included the demonstration of appropriate soft skills when working with customers.

There were 33 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT 209 during the Fall and Spring semesters. The results indicate an increase of 15% over
last year's assessment.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to complete the troubleshooting process, while ultimately conveying their findings to their clients.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Incorporate an actual mapped textbook that can be mapped via the CompTIA+ certification into the assessment activities, including testing software.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
For upcoming Fall 2016 semester, the Jean Andrews Guide to Managing and Maintaining Your PC 9th Edition book, has been incorporated into the course. To assist with students retaining information for service project and certification.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

NETWORKING AND CONVERGENCE
Number:
B

FY Start:
7/1/2015
FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in networking and convergence.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
72.0

Cumulative Assessment Results (Text):
72% of students scored 70% or greater on the simulated exams.
There were 50 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
88.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
54.0

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lessor passing rate than online delivery. It is believed that this may be because the online class was not charged to complete a RFP whereas the F2F class was. The RFP project is worth more than the labs and exams alone in the online version.
Demonstrate the layers, protocols and components of the OSI model in order to carry out basic network troubleshooting techniques.

Embedded Outcome Number: B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245

How: Students will demonstrate the layers, protocols and components of the OSI model in order to carry out basic network troubleshooting techniques.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 1 Test and Module 10 Test in IST 245

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): 70% of the students will successfully pass the Module exams

Student Success Improvement Goal: 70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed: IST 245 Students

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

72% of students scored 70% or greater on the simulated exams.

There were 50 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on simulated lab and lecture activity performed in IST 245 courses during fall and spring semesters.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to complete the OSI layer model troubleshooting process.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual mapped textbook that can be mapped via the CompTIA Network+ certification into the assessment activities, including testing software.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
For upcoming Fall 2016 semester, the Jean West Guide to Networks 8th Edition book, has been incorporated into the course. To assist with students retaining information for certification.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?:
No

SERVERS, STORAGE AND VIRTUALIZATION
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in servers, storage and virtualization.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students scored 70% or greater on the simulated exam.

There were 12 student participants in this assessment during the summer semester 2016.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Discuss and implement how virtualization (Hyper-V) could be used in a given proposed solution.
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 260

How: Students will be able to apply and implement virtualization (Hyper-V) in a given proposed solution.

Who: Second Year IT students

When: Second Year

Where: Simulated lab practicals for Module 3 Test in IST 260

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will pass the module test with 70% or better.

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 260
Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or greater on the simulated exam.

There were 12 student participants in this assessment during the summer semester 2016.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on simulated lab and lecture activity performed in IST 245 courses during fall and spring semesters.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to complete the installation, management and configuration of Hyper-V role in system administration of Windows Server 2012R2

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual software download of server software via Dreamsparks account for students to install and use for practice at home via VirtualBox.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
For upcoming Summer 2017 semester the installation of software via VirtualBox will be mandatory.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

TEAMWORK
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Function effectively as a member of a team to accomplish common goals.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
92.0

Cumulative Assessment Results (Text):
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**COMMUNICATION**

Number:

E

**FY Start:**

7/1/2015

**FY End:**

6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**

Read and interpret technical information, as well as listen effectively to, communicate orally with, and write clearly for a wide range of audiences.

**Progress:**

Completed

**Responsible Roles:**

**Program:**

Associate Degree, Computer Technology - Network Security and Information Assurance

**Cumulative Assessment Results (Numeric):**

92.0

**Cumulative Assessment Results (Text):**

92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**

No

**Online Instructional Delivery:**
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:  Service Learning Project/Senior Capstone Project in IST 290

How:  Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Who:  All CPT students

When: First and Second Year CPT students

Where:  CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):

70% of all students will successfully complete the course.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:

IST 290

Actual Results of Assessment (Percentage):

92.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual evaluation of student performance from the organization to measure the skills that are to be acquired from completion of the CPT curriculum.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
Student evaluation has been incorporated within the completion of the service learning project.

Person responsible for modifications:
CPT Faculty

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

CONTINUOUS LEARNING, PROFESSIONAL, LEGAL, AND ETHICAL BEHAVIOR
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Engage in continuous learning and research and assess new ideas and information for lifelong learning, while exhibiting professional, legal, and ethical behavior.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
92.0

Cumulative Assessment Results (Text):
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: RFP Final Project in IST 245
How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario. Students will also demonstrate and foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for clients, for others, and for self.

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where project is conducted

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will participate and successfully complete in the submission of RFP for IST 245

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
IST 245
**Actual Results of Assessment (Percentage):**
92.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Incorporate an actual evaluation of student performance from the organization to measure the skills that are to be acquired from completion of the CPT curriculum.

**Re-evaluation Date:**
5/31/2017

**Changes made to process/modifications:**
Student evaluation has been incorporated within the completion of the service learning project.
Person responsible for modifications:
CPT Faculty

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

Associate Degree, Computer Technology - Programming and Related Certificates

PROGRAMMING COMPETENCY IN CLIENT COMPUTING AND USER SUPPORT

Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in client computing and user support in programming

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
58.0

Cumulative Assessment Results (Text):
58% of the students enrolled in the CPT-236 course scored a 70 or above on the Programming Project. There were a total of 12 students enrolled in the course.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
58.0

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------

RELATED ITEM LEVEL 1
Resolve an identified end-user IT problem and implement a program responsive to an identified scenario.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Programming Project in CPT 236

How: Students will resolve an identified end-user IT problem and implement a program responsive to an identified scenario.

Who: All CPT students

When: First and Second Year CPT students

Where: Programming Lab/Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70 or above on the programming project.
Student Success Improvement Goal:
70% of students will successfully complete the course with a 70 or above on their projects.

Student Group to be Assessed:
CPT 236

Actual Results of Assessment (Percentage):
58.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
58% of the students during the 2015-2016 Academic Year scored an average of 70 or above on the programming project in the computer technology techniques in order to complete and implement a real world programming scenario.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Results indicate the students lack the knowledge and technical skills needed to properly apply the computer programming skills needed to implement and develop a viable programming solution.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The 58% score is considered inadequate considering these students came in after the restructuring of the curriculum and completed the CPT-167 course prior to their first programming course.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:
Students will be provided with more real world scenarios to increase their knowledge and programming techniques to develop and implement a viable programming solution.

**Person responsible for modifications:**
Ardelia L Coward

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
No

**DATABASE AND INFORMATION MANAGEMENT**

**Number:**
B

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate core database and information management techniques.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Computer Technology - Programming and Related Certificates

**Cumulative Assessment Results (Numeric):**
67.0

**Cumulative Assessment Results (Text):**
67% of the students were successful in ascertaining knowledge in database development for the academic year. There were a total of 15 students enrolled in the course.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
67.0

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------

RELATED ITEM LEVEL 1

Diagram a database design based upon an identified scenario.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Project in CPT 172

How: Students will diagram a database design based upon an identified scenario.

Who: Second Year PC Support Student

When: Second Year PC Support Student

Where: Final Project for IST 172

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70 % of students are expected to achieve a minimum of a 70% or above on the Access capstone project.
**Student Success Improvement Goal:**
70% of students will learn how to meet the technology needs of individuals based upon case projects needed for database design application.

**Student Group to be Assessed:**
CPT 172

**Actual Results of Assessment (Percentage):**
67.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
67% of the students accessed scored 70 or greater on the case project used to score their knowledge and technical skills developing a database design application. There were a total of 15 students enrolled in the course.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
CPT students that completed the Oracle Database Design courses achieved higher scores on the Final Project in CPT 172.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**
8/1/2017

**Changes made to process/modifications:**

**Person responsible for modifications:**
Ardelia L Coward

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

PROGRAMMING AND APPLICATION DEVELOPMENT
Number: C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in programming and application development techniques

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No data was collected because the course offering was cancelled due to lack of enrollment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery : 

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Project in CPT 237

How: Students will use a programming or a scripting language to solve a problem.

Who: Second Year Programming Student

When: Second Year Programming Student

Where: Final Project for CPT 237

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve a 70 or better on the programming project

Student Success Improvement Goal:

Student Group to be Assessed:
Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data was collected because the CPT-237 course was cancelled for lack of enrollment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Due to low enrollment, Oracle classes will replace these in the coming year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

TEAMWORK
Number:
D

FY Start:
7/1/2015
FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate teamwork skills on the project with other students

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
92.0

Cumulative Assessment Results (Text):
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
92.0

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration responsive to an identified scenario.
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration responsive to an identified scenario.

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% on the final grade of the project.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
IST 290
Actual Results of Assessment (Percentage):
92.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual evaluation of student performance from the organization to measure the skills that are to be acquired from completion of the CPT curriculum.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
Student evaluation has been incorporated within the completion of the service learning project.
Person responsible for modifications: CPT Faculty

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION SKILLS
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate effective communication skills

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
92.0

Cumulative Assessment Results (Text):
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

92.0

Analyze the disaggregated data results above:

**ASSESSMENT(S)----------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Demonstrate effective communication skills for resolving an identified end-user IT problem**

*Embedded Outcome Number:*

E-1

*Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:*

*What*: Service Learning Project/Senior Capstone Project in IST 290

*How*: Students will demonstrate effective communication skills for resolving an identified end-user IT problem.

*Who*: All CPT students

*When*: Second Year CPT students

*Where*: CPT Lab and various community organization where Service Learning Project is conducted.

*Type of Assessment:*

Direct Assessment

*Minimum Expected Outcome for Level of Achievement (Percentage):*

70.0

*Minimum Expected Outcome for Level of Achievement (Text):*
70% of students will achieve at least a 70 or above on the evaluation of their participation

Student Success Improvement Goal:

70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:

IST 290

Actual Results of Assessment (Percentage):
92.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary
knowledge, programming logic and user support skills to apply strategies. This included the
demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Incorporate an actual evaluation of student performance from the organization to measure the
skills that are to be acquired from completion of the CPT curriculum.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
Student evaluation has been incorporated within the completion of the service learning project.

Person responsible for modifications:
CPT Faculty

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

CONTINUOUS LEARNING

Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Display the importance of research and continual learning.

Progress:
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Computer Technology - Programming and Related Certificates

**Cumulative Assessment Results (Numeric):**
92.0

**Cumulative Assessment Results (Text):**
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
92.0

Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

Demonstrate research skills when developing and presenting proposed solutions to problem.

Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290
How: Students will demonstrate research skills when developing and presenting proposed solutions to problem.

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% on the evaluation of their projects.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
IST 290

Actual Results of Assessment (Percentage):
92.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual evaluation of student performance from the organization to measure the skills that are to be acquired from completion of the CPT curriculum.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
Student evaluation has been incorporated within the completion of the service learning project.

Person responsible for modifications:
CPT Faculty

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

PROFESSIONAL, LEGAL, AND ETHICAL BEHAVIOR
Number:
G

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional, legal and ethical behavior while completing projects.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
92.0

Cumulative Assessment Results (Text):
92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 92.0

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate professional, legal and ethical behavior while participating on projects
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate professional, legal and ethical behavior while participating on projects

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% or better on the final grading of their projects.
**Student Success Improvement Goal:**

70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

**Student Group to be Assessed:**

IST 290

**Actual Results of Assessment (Percentage):**

92.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

92% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 12 student participants in this assessment.

**Results of Assessment Date:**

Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual evaluation of student performance from the organization to measure the skills that are to be acquired from completion of the CPT curriculum.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
Student evaluation has been incorporated within the completion of the service learning project

Person responsible for modifications:
CPT Faculty

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

Certificate, Computer Network Specialist
NETWORK TROUBLESHOOTING
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate basic network troubleshooting skills.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
72.0

Cumulative Assessment Results (Text):
72% of students scored 70% or greater on the simulated exams.

There were 50 student participants in this assessment.

5 students elected to take the TestOut Network Pro certification and 4 passed as of Summer 2016.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
88.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
54.0

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lessor passing rate than online delivery. It is believed that this may be because the online class was not charged to complete a RFP whereas the F2F class was. The RFP project is worth more than the labs and exams alone in the online version.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate basic network troubleshooting techniques.
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245

How: Students will demonstrate basic network troubleshooting techniques.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 10 Test in IST 245

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve a passing score on the TestOut Network Pro certification exam and/or Practice Modules.

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 245

Actual Results of Assessment (Percentage):
72.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
72% of students scored 70% or greater on the simulated exams.
There were 50 student participants in this assessment.

5 students elected to take the TestOut Network Pro certification and 4 passed as of Summer 2016.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results of this assessment were based on simulated lab and lecture activity performed in IST 245 courses during fall and spring semesters.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to complete the OSI layer model troubleshooting process. We also saw that students that elected to complete all training modules over the course of the summer with a study group was more likely to take the certification exam.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Incorporate an actual mapped textbook that can be mapped via the CompTIA Network+ certification into the assessment activities, including testing software.

**Re-evaluation Date:**
5/31/2017

**Changes made to process/modifications:**
For upcoming Fall 2016 semester, the Jean West Guide to Networks 8th Edition book, has been incorporated into the course. To assist with students retaining information for certification.

**Person responsible for modifications:**
Latrice Singletary

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

NETWORK PROTOCOLS
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate being knowledgeable of various networking protocols.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
72.0

Cumulative Assessment Results (Text):
72% of students scored 70% or greater on the simulated exams.

There were 50 student participants in this assessment.

5 students elected to take the TestOut Network Pro certification and 4 passed as of Summer 2016.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Yes

Online Instructional Delivery:
88.0
Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
54.0

Analyze the disaggregated data results above::
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lessor passing rate than online delivery. It is believed that this may be because the online class was not charged to complete a RFP whereas the F2F class was. The RFP project is worth more than the labs and exams alone in the online version.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Describe the layers, protocols and components of the OSI model.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245

How: Students will describe the layers, protocols and components of the OSI model.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 1 Test in IST 245

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70 or above on the indicated module exam.
Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 245

Actual Results of Assessment (Percentage):
72.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
72% of students scored 70% or greater on the simulated exams.
There were 50 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on simulated lab and lecture activity performed in IST 245 courses during fall and spring semesters.
The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to complete the OSI layer model troubleshooting process.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual mapped textbook that can be mapped via the CompTIA Network+ certification into the assessment activities, including testing software.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
For upcoming Fall 2016 semester, the Jean West Guide to Networks 8th Edition book, has been incorporated into the course. To assist with students retaining information for certification.

**Person responsible for modifications:**
Latrice Singletary

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
No

**NETWORK MODELS**

**Number:**
C

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate knowledge of different networking models and topology.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Computer Network Specialist

**Cumulative Assessment Results (Numeric):**
72.0

**Cumulative Assessment Results (Text):**
72% of students scored 70% or greater on the simulated exams.
There were 50 student participants in this assessment.

5 students elected to take the TestOut Network Pro certification and 4 passed as of Summer 2016.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.**
Yes

**Online Instructional Delivery:**
88.0

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
54.0

**Analyze the disaggregated data results above:**
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lesser passing rate than online delivery. It is believed that this may be because the online class was not charged to complete a RFP whereas the F2F class was. The RFP project is worth more than the labs and exams alone in the online version.

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Differentiate among different network models, and identify the model best suited for a given scenario.**

**Embedded Outcome Number:**
C-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:

What: TestOut Lab Practicals in IST 263

How: Students will differentiate among different network models, and identify the model best suited for a given scenario.

Who: CPT 268 students

When: Second Year students
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70% or above on indicated module exam.

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests

Student Group to be Assessed:
IST 263

Actual Results of Assessment (Percentage):
80.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students scored 70% or greater on the simulated exams.

There were 15 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on simulated lab and lecture activity performed in IST 263 courses during fall and spring semesters.

The results reflect the student has the ability to apply knowledge acquired during the course to
apply their skills will being able to recognize and logically explain the various network topologies.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual mapped textbook that can be mapped via the CompTIA Security+ certification into the assessment activities, including testing software.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
For upcoming Spring 2017 semester, students will have a supplemental book, to assist with retaining information for certification.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

NETWORK SECURITY
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
 Demonstrate knowledge of network security in different scenarios.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students scored 70% or greater on the simulated exams.

There were 8 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------
RELATED ITEM LEVEL 1

Simulate a network appropriate to various security threat types, such as firewalls and access control lists.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Lab Practicals/Tests in IST 291

How: Students will explain methods of securing a network appropriate to various threat types, such as firewalls and access control lists.
Who: IST 291 students
When: Second Year IT students
Where: Chapter 8 Test in IST 291

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70% or better on indicated exam.

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 291

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or greater on the simulated exams.

There were 8 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
The results of this assessment were based on simulated lab and lecture activity performed in IST 291 courses during fall and spring semesters.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to acquire the knowledge needed to implement the correct security standard for an organization.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Incorporate an actual mapped textbook that can be mapped via the CompTIA Security+ certification into the assessment activities, including testing software.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
For upcoming Spring 2017 semester, map and use a supplemental text to enhance the students knowledge of the material, to assist with students retaining information for certification.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Certificate, Database
DATABASE DESIGN
Number:
A

FY Start:
7/1/2015

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of key database design techniques.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
81.0

Cumulative Assessment Results (Text):
81% of the students were able to successfully complete and pass the course with a 70% or above. There were 32 students enrolled in the course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
81.0

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Diagram a database design based upon an identified scenario.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam in CPT 200
How: Students will diagram a database design based upon an identified scenario.

Who: DB Student

When: DB Student

Where: Final Exam for CPT 200

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70% or above on their final exams.

Student Success Improvement Goal:
70% of students will successfully complete the course with a 70 or above on their projects.

Student Group to be Assessed:
CPT 200

Actual Results of Assessment (Percentage):
81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81% of the students were able to successfully complete and pass the course with a 70% or above. There were 32 students enrolled in the course.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The students in the CPT curriculums successfully passed the assessment. The knowledge and technical skills acquired in the curriculums course offerings were beneficial to the students' success.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
1/2/2017

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DATA SETS
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the capability to handle large data sets.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of the students were able to successfully complete and pass the course with a 70% or above. There were 9 students enrolled in the course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.0

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Discuss issues relevant to dealing with very large data sets, such as collection, transfer, and storage
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam in CPT 202

How: Students will be able to discuss issues relevant to dealing with very large data sets, such as collection, transfer, and storage

Who: DB Student

When: DB Student

Where: Final Exam for CPT 202
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% or better on final exam.

Student Success Improvement Goal:
70% of students will achieve at least a 70% or better on the final exam.

Student Group to be Assessed:
CPT 202

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students were able to successfully complete and pass the course with a 70% or higher. There were a total of 9 students enrolled in the course.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students preferred to complete the Oracle Database certificate in conjunction with their programming degree in order to make them more marketable.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The curriculum changes/revisions were instrumental in the students' success. It was beneficial to have the certificate embedded in the programming degree.
Re-evaluation Date:
1/2/2017

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DATABASE ADMINISTRATION
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of core database administration skills.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
67.0

Cumulative Assessment Results (Text):
67% of the students were able to successfully complete and pass the course with a 70% or above. There were 15 students enrolled in the course.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
67.0

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform tasks required to administer a database, such as maintaining user accounts and performing backups
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam SAM's Microsoft Access simulation for CPT 172

How: Students will be able to perform tasks required to administer a database, such as maintaining user accounts and performing backups.

Who: DB Student

When: DB Student

Where: Final Exam SAM's Microsoft Access simulation for CPT 172

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students taking the Capstone exam will achieve a passing score on the final capstone project.

**Student Success Improvement Goal:**
70% of students will successfully complete the course with a 70% or above on their projects.

**Student Group to be Assessed:**

CPT 201

**Actual Results of Assessment (Percentage):**
67.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
67% of the students were able to successfully complete and pass the course with a 70% or above. There were 15 students enrolled in the course.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students preferred to complete the Oracle Database certificate in conjunction with their programming degree in order to make them more marketable.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**
1/2/2017

**Changes made to process/modifications:**

**Person responsible for modifications:**
Ardelia L Coward

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
No

DATABASE QUERIES
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in performing database queries.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
81.0

Cumulative Assessment Results (Text):
81% of the students were able to successfully complete and pass the course with a 70% or above. There were 32 students enrolled in the course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:.
No

Online Instructional Delivery:
81.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------

RELATED ITEM LEVEL 1

Produce a query which provides the exact data needed to completely answer a question

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Produce and run a successful query

How: Students will be able to produce and run a successful query which provides the exact data needed to completely answer a question

Who: DB Student

When: DB Student

Where: Final Exam for CPT 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will have to achieve at least 70% or better on final exam.

Student Success Improvement Goal:
Students will successfully complete the course with a 70% or above on their final exam.

Student Group to be Assessed:
CPT 201
Actual Results of Assessment (Percentage):
81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81% of the students were able to successfully complete and pass the course with a 70% or above. There were 32 students enrolled in the course.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students preferred to complete the Oracle Database certificate in conjunction with their programming degree in order to make them more marketable and develop an understanding of Structured Query Language (SQL).

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
1/2/2017

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
No

Certificate, Webmaster
DESIGN PROCESS
Number: A
FY Start:  
7/1/2015

FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:  
Demonstrate core competency in graphical design.

Progress:  
Completed

Responsible Roles:

Program:  
Certificate, Webmaster

Cumulative Assessment Results (Numeric):  
81.0

Cumulative Assessment Results (Text):  
81% of the students were able to successfully complete and pass the course with a 70% or above. There were 16 students enrolled in the course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :  
81.0

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
  Design a web site for either personal or professional marketing needs
Embedded Outcome Number:  
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Website Project for IST 226

How: Students will design a web site for either personal or professional marketing needs

Who: IST 226 Student

When: IST 226 Student

Where: Website Development Project for IST 226

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will successfully complete the project with a grade of 70% or better.

Student Success Improvement Goal:
70% of students will demonstrate skill sets via various staged labs and required web development programming projects.

Student Group to be Assessed:
IST 226

Actual Results of Assessment (Percentage):
81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81% of the students were able to successfully complete and pass the course with a 70% or above. There were 16 students enrolled in the course.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Since changing the course from an online format to a face-to-face format, the students are able to interact with the instructor and each other to aid in the learning process and improve soft skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The success rate increased since the method was changed to face-to-face. Students are now able to receive immediate feedback from the instructor.

Re-evaluation Date:
8/1/2017

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

Demonstrate core competency in communication skills of graphical design process.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Webmaster

**Cumulative Assessment Results (Numeric):**
67.0

**Cumulative Assessment Results (Text):**
67% of the students were able to successfully complete and pass the course with a 70% or above. There were 72 students enrolled in the course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: Yes

**Online Instructional Delivery :**
33.0

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**
75.0

Analyze the disaggregated data results above:

**ASSESSMENT(S)-------------------------------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
Demonstrate effective logical design and communication of an effective solution for programming design scenarios
**Embedded Outcome Number:**
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam in CPT 167
How: Students will demonstrate effective logical design and communication of an effective solution for programming design scenarios

Who: First Year Student

When: First Year Student

Where: Final Exam for CPT 167

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will achieve a passing score on the Adobe Photoshop certification exam and/or Practice Modules.

**Student Success Improvement Goal:**
70% of students will successfully complete the course with a 70 or above on their projects.

**Student Group to be Assessed:**
CPT 167

**Actual Results of Assessment (Percentage):**
67.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
67% of the students were able to successfully complete and pass the course with a 70% or above. There were 72 students enrolled in the course.

**Results of Assessment Date:**
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:
Results indicate that making CPT-167 a required course within the first semester increase success rate in their programming courses. The students were introduced to a higher level of logical design and thinking in CPT-167.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Early Care and Education
Associate Degree, Early Care and Education and Related Certificates, Diploma
PROMOTE CHILD DEVELOPMENT AND LEARNING (NAYCE Standard 1)
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
82.56

Cumulative Assessment Results (Text):
82.56% of the students met or exceeded this Standard of promoting child development and learning.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Case Study Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0
Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
70.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Seven out of 10 students scored 70 or better on this assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
70% of the students enrolled in this course met or exceeded the minimum requirements of this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
For this key assessment we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Demonstrate Knowledge of Children's Characteristics and Needs
Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children's characteristics and needs, from birth through age 8 through Research Paper Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the student will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
18 of the 18 students enrolled in this course met or exceeded at 100% of this Key Assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course met or exceeded the requirements for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will continue to be encouraged to submit all outlines and drafts to Brainfuse for review.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Language Arts Activity Key Assessment.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Language Art Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Average of 13 of the 16 students enrolled in this course met or exceeded this Key Assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 83% of the students enrolled in this course scored 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to provide more direct instruction and application practice to ensure continued success.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.d

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Thematic Unit Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of the nine (100%) students scored 70 or greater on this Key Assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students enrolled in this course scored 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Demonstrate an understanding of the multiple influences on early development and learning.
Embedded Outcome Number:
A-2.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate an understanding of the multiple influences on early development and learning.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
60.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Six of the 10 students enrolled in this course scored 70% or greater on this Key Assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 60% of the students enrolled scored 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this marginal deficiency, Instructors will provide additional opportunities for students to demonstrate professional behavior in classroom by role-play activities modeling and self-reflection
Re-evaluation Date: 12/14/2016

Changes made to process/modifications:

Person responsible for modifications: Jo Ellen Ott

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?: Yes

RELATED ITEM LEVEL 1

Demonstrate an understanding of the multiple influences on early development and learning.
Embedded Outcome Number: A-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: Demonstrate an understanding of the multiple influences on early development and learning.

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:
**Student Group to be Assessed:**
ECD 243

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
9 of the 9 (100%) students met or exceeded the expectation of this Key Assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
100% of the students enrolled in this course met and exceeded the Key Assessment expectations.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jo Ellen Ott

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Summative Assessment of All 3 QEP SLOs in Capstone Course

**Was the QEP Rubric used to assess this activity?:**
Yes
Create a challenging learning environments
Embedded Outcome Number:
A-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
60.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only six of the 10 students scored 70 or better on this Key Assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 60% of the students enrolled in this course scored a 70 or better on this Key Assessment.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
Due to this deficiency, Instructors will provide additional opportunities for students to demonstrate content knowledge and use resources to develop developmental appropriate curriculum.

Re-evaluation Date:
12/14/2016

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Create a challenging learning environments
Embedded Outcome Number:
A-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed: ECD 107

Actual Results of Assessment (Percentage): 72.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 13 out of 18 students scored a 70 or better on this Key Assessment.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 72% of the students enrolled in this course scored a 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Students will continue to be encouraged to submit all outlines and drafts to Brainfuse for review.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications: Jo Ellen Ott

Progress: Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Create a challenging learning environments
Embedded Outcome Number:
A-3.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of nine students enrolled in this course scored a 70 or greater on this key assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course scored a 70 or better on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

BUILD AND PROMOTE FAMILY AND COMMUNITY RELATIONSHIPS
(NAYCE Standard 2)

Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
76.6

Cumulative Assessment Results (Text):
76.6% of the students met or exceeded this Standard of building and promoting family and community relationships.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of 10 students successfully scored 70 or better on this assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
90% of the students enrolled in this course scored a 70 or better on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will continue to encourage the students to practice quality observation and reflection skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107
Actual Results of Assessment (Percentage):
33.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only six of the 18 students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 33% of the students enrolled in this course scored 70 or better on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this marginal deficiency, Instructors will require that all students submit a rough draft to Brainfuse and visit the Writing Center prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Embedded Outcome Number:
B-1.c
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students were successful in scoring 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Seven of seven or 100% of the students enrolled in this course scored 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will continued to be encouraged to submit early all outlines and drafts for their Family Engagement Plan to the Instructor for review to ensure understandability of assignment and continued success.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Engage Families and Communities to Promote Child Development and Learning
Embedded Outcome Number:
B-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Support and engage families and communities through respectful, reciprocal relationships

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:
Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of the 10 students completed this Key Assessment with a score of 70 or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
90% of the students enrolled in this course scored a 70 or better on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
For this standard we will continue to encourage the students to practice quality observation and reflection skills

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Engage Families and Communities to Promote Child Development and Learning
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Support and engage families and communities through respectful, reciprocal relationships

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of five of seven students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

An average of 81% of the students enrolled in this course scored 70 or greater on this Key Assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students will continued to be encouraged to submit early all outlines and drafts for their Family Engagement Plan to the Instructor for review to ensure a true understanding of the assignment to ensure continued success.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jo Ellen Ott

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Involve Families and Communities in Learning**

**Embedded Outcome Number:**
B-3.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

Involve families and communities in young children’s development and learning

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0
Minimum Expected Outcome for Level of Achievement (Text):

Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
80.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eight of 10 students scored 70 or better on this assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
80% of the students enrolled in this course scored 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will continue to be encouraged to practice quality observation and reflection skills for continued success.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Involve Families and Communities in Learning
Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Involve families and communities in young children’s development and learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
39.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only seven of eighteen students scored 70 or better on this assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 39% of the students enrolled in this course were successful in meeting the minimum requirements.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this deficiency, students will be encouraged to submit all outlines and drafts to Brainfuse for review. Also, to review all aspect of the Rubrics prior to submission. Practice Mock Presentation prior to final assessment.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Involve Families and Communities in Learning
Embedded Outcome Number:
B-3.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Involve families and communities in young children’s development and learning
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
13 of 13 students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course scored 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will continue to be encouraged to submit early all outlines and drafts for their Family Engagement Plan to the Instructor for review to ensure understandability of assignment.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

OBSERVE, DOCUMENT, AND ASSESS STRATEGIES TO SUPPORT YOUNG CHILDREN AND FAMILIES (NAYCE Standard 3)

Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
73.7

Cumulative Assessment Results (Text):
73.7% of the students met or exceeded this Standard of observing, documenting and assessing strategies to support young children and families.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate an Understanding of Assessment to Promote Student and Family Growth.
Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Seven of 10 students scored 70 or better on this assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
70% of the students enrolled in this course met or exceeded the minimum requirements of this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will continue to encourage the students to practice quality observation and reflection skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Demonstrate an Understanding of Assessment to Promote Student and Family Growth.
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
67.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
12 of the 18 students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

67% of the students enrolled in this course met or exceeded the minimum requirements of this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Appropriate Assessment Tools
Embedded Outcome Number:
C-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed: ECD 102

Actual Results of Assessment (Percentage): 60.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: Six of 10 students scored 70 or better on this assessment.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: Only 60% of the students enrolled in this course scored 60 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Due to this deficiency, students will be encouraged to practice quality observation and reflection skills

Re-evaluation Date: 12/14/2016

Changes made to process/modifications:

Person responsible for modifications: Jo Ellen Ott
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Use Appropriate Assessment Tools
Embedded Outcome Number:
C-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107
Actual Results of Assessment (Percentage):
50.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of 18 students enrolled in this course scored 70 or better on this key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 50 % of the students enrolled in this course met or exceeded the minimum requirements for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this deficiency, Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Appropriate Assessment Tools
Embedded Outcome Number:
C-2.c
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
89.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eight of nine students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
89% of the students enrolled in this course met or exceeded the minimum requirements for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Develop Assessment Partnerships to Build Effective Learning Environments

Embedded Outcome Number:
C-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study—70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 102

**Actual Results of Assessment (Percentage):**
80.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Eight of 10 students scored 70 or better on this key assessment.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
80% of the students enrolled in this course met or exceeded the minimum requirements for this Key Assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to encourage the students to practice quality observation and reflection skills.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jo Ellen Ott

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Develop Assessment Partnerships to Build Effective Learning Environments
Embedded Outcome Number:
C-4.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
13 of 13 students enrolled in this course scored 70 or better on this key assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students enrolled in this course met or exceeded the minimum requirements for Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will continued to be encouraged to submit early all outlines and drafts for their Family Engagement Plan to the Instructor for review to ensure understandability of assignment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

USE DEVELOPMENTALLY EFFECTIVE APPROACHES (NAYCE Standard 4)
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Early Care and Education and Related Certificates, Diploma

**Cumulative Assessment Results (Numeric):**
85.6

**Cumulative Assessment Results (Text):**
85.6% of the students met or exceeded this Standard of using developmentally effective approaches.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

**Develop Relationships and Supportive Interactions**

**Embedded Outcome Number:**
D-1.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
Understanding positive relationships and supportive interactions as the foundation of their work with young children
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of nine students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course met or exceeded the minimum requirements on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Use Effective Strategies and Tools
Embedded Outcome Number:
D-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
83.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of 13 of 16 students scored 70 or better on this assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 83% of the students enrolled in this course met or exceeded the minimum requirement on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to provide more direct instruction and application practices to the students.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Effective Strategies and Tools
Embedded Outcome Number:
D-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Thematic Unit--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 243

**Actual Results of Assessment (Percentage):**
78.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Seven of nine students scored 70 or better on this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
78% of the students enrolled in this course scored 70 or greater on this Key Assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Use Developmentally Appropriate Approaches
Embedded Outcome Number:
D-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using a broad repertoire of developmentally appropriate teaching/learning approaches

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243
Actual Results of Assessment (Percentage):
78.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Seven of nine students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
78% of the students enrolled in this course met or exceeded the minimum requirements needed in this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Use Reflection to Promote Positive Outcomes
Embedded Outcome Number:
D-4.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Reflecting on own practice to promote positive outcomes for each child

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
89.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eight of nine students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
89% of the students enrolled in this course met or exceeded the minimum requirements needed in this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.
DEMONSTRATE CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM (NAYCE Standard 5)

Number: E

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Progress: Completed

Responsible Roles:

Program:
Cumulative Assessment Results (Numeric): 96.3

Cumulative Assessment Results (Text): 96.3% of the students met or exceeded this Standard of demonstrating content knowledge to build meaningful curriculum.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Assessment(s)------------------------------------------------------------
Related Item Level 1

Demonstrate Content Knowledge and Use Resources to Develop Curriculum.

Embedded Outcome Number: E-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): Thematic Unit--70% of the students will score at least 70 or greater.
Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of nine students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course met or exceeded the minimum requirements needed for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course
Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Use Inquiry Tools and Structures
Embedded Outcome Number:
E-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Nine of nine students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

100% of the students enrolled in this course scored 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Develop Challenging Curriculum
Embedded Outcome Number:
E-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0
Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
89.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eight of nine students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
89% of the students enrolled in this course met or exceeded the minimum requirements needed for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

DEMONSTRATE PROFESSIONAL BEHAVIOR (NAYCE Standard 6)
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
46.7

Cumulative Assessment Results (Text):
Only 46.7% of the students met or exceeded this Standard of demonstrating professional behavior.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Involving Oneself with the Early Childhood Field to Develop Professional Practices.
Embedded Outcome Number:
F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Identifying and involving oneself with the early childhood field

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
56.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 10 of 18 students scored 70 or better on this assessment.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
Only 56% of the students enrolled in this course met or exceeded the minimum requirements needed for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this deficiency, Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonsrate Ethical Standards in Professional Practices
Embedded Outcome Number:
F-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and upholding ethical standards and other early childhood professional guidelines

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
33.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only six of 18 students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 33% of the students enrolled in this course scoured 70 or greater on this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Due to this marginal deficiency, Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Continuous, Collaborative Learning Skills
Embedded Outcome Number:
F-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
28.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only five of 18 students scored 70 or better on this assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 28% of the students enrolled in this course scored 70 or greater for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this deficiency, Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Reflective and Critical Perspectives
Embedded Outcome Number:
F-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Integrating knowledgeable, reflective, and critical perspectives on early education
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text): Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed: ECD 102

Actual Results of Assessment (Percentage): 80.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: Eight of 10 students scored 70 or better on this assessment.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: 80% of the students enrolled in this course met or exceeded the minimum requirements needed for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: We will continue to encourage the students to practice quality observation and reflection skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications: Jo Ellen Ott
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Use Reflective and Critical Perspectives
Embedded Outcome Number:
F-4.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Integrating knowledgeable, reflective, and critical perspectives on early education

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage): 50.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
Only nine of 18 students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 50% of the students enrolled in this course met or exceeded the minimum requirements needed for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this deficiency, Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Informed Advocacy
Embedded Outcome Number:
F-5.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Engaging in informed advocacy for young children and the early childhood profession
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
33.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only six of 18 students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 33% of the students enrolled in this course scored 70 or greater for this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this deficiency, Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:
Person responsible for modifications: Jo Ellen Ott

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: None

Was the QEP Rubric used to assess this activity?:

SUPPORTIVE SKILL: Demonstrate Self-Assessment and Self-Advocacy Skills

Number: SS1

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate self-assessment and self-advocacy.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric): 76.3

Cumulative Assessment Results (Text): 76.3% of the students met or exceeded this Supportive Skill for demonstrating self-assessment and self-advocacy skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Use Self-Assessment and Self-Advocacy Skills
Embedded Outcome Number:
SS1-a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Self-Assessment and Self-Advocacy Skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
10 of 10 students scored 70 or better on this supportive skill.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course met or exceeded the minimum requirements for this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to require rough draft submission and provide feedback to student. Students will reflect on feedback provided and revise. If additional assistance is needed the student will be encouraged to visit the Student Success Center or the instructor for needed support.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Use Self-Assessment and Self-Advocacy Skills
Embedded Outcome Number:
SS1-b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Self-Assessment and Self-Advocacy Skills
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
44.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of eight of 18 students scored 70 or better on this supportive skill.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of only 44% of the students enrolled in this course achieved 70 or greater on this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this marginal deficiency, instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:
Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
SUPPORTIVE SKILL: Use Self-Assessment and Self-Advocacy Skills
Embedded Outcome Number:
SS1-c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Self-Assessment and Self-Advocacy Skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
85.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
11 of the 13 students scored 70 or better on this supportive skill.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
85% of the students enrolled in this course scored 70 or greater for this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to provide additional opportunities for students to demonstrate professional behavior in classroom by role-play activities modeling and self-reflection.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

SUPPORTIVE SKILL: Use Written and Verbal Skills to Communicate Effectively
Number:
SS3

FY Start:
7/1/2015

FY End:
6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Use written and verbal skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
86.6

Cumulative Assessment Results (Text):
86.6% of the students met or exceeded this Supportive Skill for using written and verbal skills to communicate effectively.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------------------------
RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Use Written and Verbal Skills to Communicate Effectively
Embedded Outcome Number:
SS3-a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Written and Verbal Skills to Communicate Effectively

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
77.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of seven students out of 10 scored 70 or better on this supportive skill.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 77% of the students enrolled in this course met or exceeded the requirements for this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Use Written and Verbal Skills to Communicate Effectively
Embedded Outcome Number:
SS3-b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Written and Verbal Skills to Communicate Effectively

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
89.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of 16 of 18 students scored 70 or better on this supportive skill.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 89% students enrolled in this course met or exceeded the minimum requirements in this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to require that students submit a rough draft to Brainfuse and visit the Writing Center prior to submission.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Ongoing

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
SUPPORTIVE SKILL: Use Written and Verbal Skills to Communicate Effectively
Embedded Outcome Number:
SS3-c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Written and Verbal Skills to Communicate Effectively

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Family Engagement Plan--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 108

**Actual Results of Assessment (Percentage):**
92.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
An average of 12 out of 13 students scored 70 or better on this supportive skill.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
An average of 92% of students enrolled in this course met or exceeded the minimum requirements of this Supportive Skill.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to require that students submit a rough draft to Brainfuse, visit the Writing Lab, and submit the presentation Power Point prior to final submission to ensure student success.

**Re-evaluation Date:**
Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
SUPPORTIVE SKILL: Use Written and Verbal Skills to Communicate Effectively
Embedded Outcome Number:
SS3-d

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Written and Verbal Skills to Communicate Effectively

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
75.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of 12 of 16 students scored a grade of 70 or better on this supportive skill.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 75% of the students enrolled in this course met or exceeded the minimum requirements for this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to require that activities be submitted for review by instructor prior to final submission to ensure student success.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
SUPPORTIVE SKILL: Use Written and Verbal Skills to Communicate Effectively
Embedded Outcome Number:
SS3-e
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Written and Verbal Skills to Communicate Effectively

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of nine of nine students scored a grade of 70 or better on this supportive skill.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 100% of the students enrolled in this course met or exceeded the minimum requirements for this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to require students to submit calendar sketches, lesson plans, and bulletin board sketches as rough drafts so to ensure student success.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

SUPPORTIVE SKILL: Make connections between prior knowledge/experience and new learning.
Number:
SS4

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Make connections between prior knowledge/experience and new learning.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
86.2

Cumulative Assessment Results (Text):
86.2% of the students met or exceeded this Supportive Skill for making connections between prior knowledge/experience and new learning.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Make connections between prior knowledge/experience and new learning.
Embedded Outcome Number:
SS4-a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Make connections between prior knowledge/experience and new learning.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102
Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
10 of 10 students scored a grade of 70 or better on this supportive skill.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course met or exceeded the minimum requirements for this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to provide additional opportunities for students to practice practical application of making connection between prior knowledge/experience and new learning for continued success.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
SUPPORTIVE SKILL: Make connections between prior knowledge/experience and new learning.
Embedded Outcome Number: SS4-b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Make connections between prior knowledge/experience and new learning.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
39.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Seven of 18 students scored 70 or better on this supportive skill.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
39% of the students enrolled in this course met or exceeded the minimum requirements on this Supportive Skill.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Due to this marginal deficiency, Instructors will require that students submit a rough draft to Smart Thinking and visit the Writing Center prior to submission.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Make connections between prior knowledge/experience and new learning.
Embedded Outcome Number:
SS4-c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Make connections between prior knowledge/experience and new learning.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 108

**Actual Results of Assessment (Percentage):**
92.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**
12 of the 13 students scored 70 or better on this supportive skill.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**
92% of students enrolled in this course met or exceeded the minimum requirements in this Supportive Skill.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**
Instructors will continue to provide additional opportunities for students to demonstrate professional behavior in classroom by role-play activities modeling and self-reflection.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jo Ellen Ott

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Make connections between prior knowledge/experience and new learning.
Embedded Outcome Number:
SS4-d

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Make connections between prior knowledge/experience and new learning.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
16 of 16 students scored a grade of 70 or better for this supportive skill.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

None
100% of the students enrolled in this course met or exceeded the minimum requirements needed in this Supportive Skill.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to provide additional opportunities for students to practice and participate in activities that will provide needed practice with identifying what the student has learned prior to the assessment and how to apply that knowledge to the new information for continued success.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jo Ellen Ott

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**SUPPORTIVE SKILL: Make connections between prior knowledge/experience and new learning.**

**Embedded Outcome Number:**
SS4-e

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Make connections between prior knowledge/experience and new learning.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of
student learning?:
Nine of nine of students scored 70 or better on this supportive skill.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course met or exceeded the minimum requirements in this
Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
For this standard we will continue monitoring the lab observation of students as additional
opportunities for students to practice practical application of making connection between prior
knowledge/experience and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

SUPPORTIVE SKILL: Organize written papers in APA style
Number:
SS5

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students organize written papers in APA style an use only credible early childhood journals.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
74.0

Cumulative Assessment Results (Text):
74% of the students met or exceeded this Supportive Skill for organizing written papers in APA style.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above::

**ASSESSMENT(S)------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**SUPPORTIVE SKILL: Organize written papers in APA style**

**Embedded Outcome Number:**
SS5-a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students organize written papers in APA style and use only credible early childhood journals.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Research Paper--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 107

**Actual Results of Assessment (Percentage):**
72.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
13 of 18 students scored 70 or better on this supportive skill.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
72% of the students enrolled in this course met or exceeded the minimum requirements of this Supportive Skill.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will require that students submit a rough draft to Smart Thinking and visit the Writing Center prior to submission.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Organize written papers in APA style
Embedded Outcome Number:
SS5-b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students organize written papers in APA style an use only credible early childhood journals.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.
Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
50.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of six of 13 students scored 70 or better on this supportive skill.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 50% of the students enrolled in this course met or exceeded the minimum requirements for this Supportive Skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to this deficiency, Instructors will provide additional opportunities for students to demonstrate professional behavior in classroom by role-play activities modeling and self-reflection.

Re-evaluation Date:
5/10/2017

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

SUPPORTIVE SKILL: Organize written papers in APA style
Embedded Outcome Number:
SS5-c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Students organize written papers in APA style and use only credible early childhood journals.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of 16 out of 16 students scored a grade of 70 or better on this supportive skill.

Results of Assessment Date:
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:
An average of 100% of the students enrolled in this course met or exceeded the minimum requirements needed for this Supportive Skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will continue to be encouraged to submit all outlines and drafts to Brainfuse for review. Also, to review all aspect of the Rubrics prior to submission.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jo Ellen Ott

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

Public Service
Associate Degree, Criminal Justice and Related Certificates
PROFESSIONALISM/PUBLIC RELATIONS

Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism using advanced social skills when performing public relations tasks.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
86.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
87.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
84.0

Analyze the disaggregated data results above:
Both sections showed similar outcomes for project.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Community Oriented Policing Philosophy
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Develop Community Oriented Policing Philosophy.
How: Examine and critique community oriented policing philosophies of local police agencies.
Who: CRJ224, Police Community Relations, students.
When: Semesters when CRJ224 is offered.
Where: Using agency web sites and direct contact with local police agencies to gather information related to community oriented policing.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Students will demonstrate knowledge of community oriented policing philosophies through the following.

1. Complete a written assignment describing the philosophy of community policing by a local law enforcement agency.
2. Present a summation of the information to the class.
3. Answer related questions about community policing philosophies on assigned test(s).

Student Success Improvement Goal:
70% of students will score at least a C or better on this assessment.

Student Group to be Assessed:
All students enrolled in CRJ224.

Actual Results of Assessment (Percentage):
86.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Student retention is increased by direct interaction with criminal justice and related agencies.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students exceeded minimum score for project.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Project exposes students to agencies linked to Community Relations improves students' overall knowledge of Community Relations philosophy.

Re-evaluation Date:

Changes made to process/modifications:
Project needs to increase overall score to better demonstrate knowledge of agencies related to Community Relations. Target score should be 90% or better.

Person responsible for modifications:
Timothy Thomas

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

JUDGEMENT/DECISION MAKING
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use judgment and decision making skills based on available knowledge to analyze and resolve problems that may arise on a daily basis.

Progress:
Completed

Responsible Roles:
Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
90.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.0

Analyze the disaggregated data results above:

Both sections of delivery were 90% or better and showed similar outcomes.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Referral Agencies
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Become Familiar with Referral Agencies
How: Examine and critique referral agencies related to criminal justice in the state of South Carolina.
Who: CRJ130, Police Administration, students.
When: Semesters when CRJ130 is offered.
Where: In classroom and/or field setting where examples of referral agencies can be demonstrated.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Students will demonstrate knowledge of referral agencies available to criminal justice practitioners in South Carolina through the following.

1. Completing a written summation of a specific referral agency available to law enforcement in the local community.
2. Present a summation of the referral agency to the class.
3. Answer related questions about referral agencies available to law enforcement on assigned test(s).

Student Success Improvement Goal:
Enhance student retention of project information by using agency information from both direct and indirect sources.

Student Group to be Assessed:
All students enrolled in CRJ130.

Actual Results of Assessment (Percentage):
95.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score for project.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Success level for both delivery methods increased cumulative outcome pass 90%.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Student retention of information for topic is increased with related project.

Re-evaluation Date:

Changes made to process/modifications:
Continue to use criteria for project to maintain cumulative outcome above 90%.

Person responsible for modifications:
Timothy Thomas

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

BASIC THEORY/SKILLS OF POLICE PATROL
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply basic theory/skills of police patrol when faced with the day-to-day challenges of the criminal justice profession.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates
Cumulative Assessment Results (Numeric):
92.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
91.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
93.0

Analyze the disaggregated data results above:

Both sections of delivery were 90% or better and showed similar outcomes.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Equipment Requirements and Operation
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Equipment Requirements and Operation
How: Provide students with information of standard equipment found on a “Sam Brown belt” and demonstrate their uses.
Who: CRJ110, Police Patrol, students.
When: Semesters when CRJ110 is offered.
Where: In classroom and/or field setting with demonstration by instructor or police agency representative.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate appropriate use and care of equipment commonly used by police officers through the following.

1. Successfully complete a quiz identifying the various items contained on a “Sam Brown belt.”
2. Demonstrating identification and placement of items found on a “Sam Brown belt” in class.

Student Success Improvement Goal:
Understand the function and need of equipment used by law enforcement. Provide physical demonstrations of equipment through simulation or actual devices.

Student Group to be Assessed:
All students enrolled in CRJ110.

Actual Results of Assessment (Percentage):
92.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score for project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students' ability to participate in demonstrations similar to actual police training enhances retention of material. High success score can be attributed to instructor's knowledge related to work in criminal justice agencies.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Scores for project indicate students scored lower than score in previous SLO cycle.
Re-evaluation Date:

Changes made to process/modifications:
Continue to use classroom demonstrations and student practicum to maintain cumulative project score greater than 90%.

Person responsible for modifications:
Timothy Thomas

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

INVESTIGATIVE SKILLS
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of investigative skills by identifying and using the proper techniques to ensure a thorough investigation is completed.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
96.0
Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
91.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.0

Analyze the disaggregated data results above:

Both sections of delivery were 90% or better and showed similar outcomes.

ASSESSMENT(S)---------------------------------------------------------------
 RELATED ITEM LEVEL 1
 Secure Crime Scene Techniques
 Embedded Outcome Number:
 D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify Techniques to Secure Crime Scene
How: Provide classroom information and practical experience identifying, securing, and controlling a crime scene.
When: Semesters when CRJ230 is offered.
Where: In classroom and/or field setting with demonstration by instructor.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0
Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate the ability to identify, secure, and control a crime scene through the following.

1. Working in a team setting with other students in properly identifying, securing, and processing a mock crime scene.
2. Student will demonstrate knowledge of activities by successfully completing each task as identified through a grading rubric.
3. Tasks will include successful completion of identifying crime scene, securing the crime scene through proper methods, detecting potential evidence, cataloging found evidence, and collecting found evidence.

Student Success Improvement Goal:
Students exceeded minimum score for project.

Student Group to be Assessed:
All students enrolled in CRJ230.

Actual Results of Assessment (Percentage):
96.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score for project due to the experience of course instructors who have vast knowledge of crime scene processing.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students' ability to participate in demonstrations similar to police training enhances retention of material. Students in in-class setting receive greater degree of demonstration compared to online students.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students exceeded minimum score for project due to instructor(s) experience. Students are able to gain hands-on experience mainly in in-class section.
Re-evaluation Date:

Changes made to process/modifications:
Course change for project is needed to increase level of hands-on instruction and to provide evaluation from a rubric in a capstone course. Course change will be from CRJ230, Criminal Investigations I, to CRJ202, Criminalistics. Increase hands-on instruction to maintain cumulative project score to 90% or better.

Person responsible for modifications:
Timothy Thomas

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

UNDERSTAND THE COURT SYSTEM (Civil, General Sessions, Family, Magistrate, Federal, etc.)
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the inner workings of the courthouse and the roles played by participants of the courtroom workgroup (judges, lawyers, officers, defendants, victims, etc.).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates
Cumulative Assessment Results (Numeric):
64.0

Cumulative Assessment Results (Text):
64% of the students enrolled in Judicial Process (CRJ 220) demonstrated knowledge of the inner workings of the courthouse and the roles played by participants of the courtroom workgroup (judges, lawyers, officers, defendants, victims, etc.).

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
N/A

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Roles of the Courtroom Workgroup in Magistrate’s Court and Circuit Court
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Understand the roles of Courthouse Participants How: Interview and observe a participant – judge, prosecutor, defense attorney, etc. – in the South Carolina Court system. Who: CRJ220, Judicial Process, students. When: Semesters when CRJ220 is offered. Where: Magistrate or Circuit Court

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0
Minimum Expected Outcome for Level of Achievement (Text):

EA: Demonstrate an understanding of the roles played by courthouse participants and the inner workings of the courthouse overall through the following:

1. Submitting a written paper as outlined in the attached assignment above.

70% of students completing the assignment will receive a grade of "C" or better.

Student Success Improvement Goal:

Student Group to be Assessed:
All students enrolled in CRJ220.

Actual Results of Assessment (Percentage):
64.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 64% of the students completing assignment received a grade of "C" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The majority of the students did a great job, but those who fell short had problems related to Part D of the Essay Grade Sheet attached above (grammar, sentence structure, etc.). The Content, Format and Diagram were on point.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors must continue to emphasize the importance of grammar, spelling, etc. throughout the curriculum. Students need to understand that academic writings must be just that, academic in nature; they cannot write the way they speak and text.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

KNOWLEDGE OF CORRECTIONS AND/OR DETENTION FACILITIES
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the rules and procedures associated with correctional facilities and detention centers with an emphasis on the rights of inmates and safety issues (with regard to the public, employees, and inmates).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
87.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project. Cumulative score was higher than cumulative score for previous SLO cycle.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
84.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
90.0

Analyze the disaggregated data results above:
Both sections showed similar outcomes for project.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Classifying Inmates
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Classifying Inmates
How: Examine and critique schema used by the South Carolina Department of Corrections for classifying inmates by security and program needs.
When: Semesters when CRJ242 is offered.
Where: Classroom and/or local correctional facilities.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge related to classification of inmates by security and program needs through the following.
1. Answer related questions about classifying inmates on assigned test(s).

Student Success Improvement Goal:
Enhance student retention of project information by using agency information from both direct and indirect sources in corrections.

**Student Group to be Assessed:**
All student enrolled in CRJ242

**Actual Results of Assessment (Percentage):**
87.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Students exceeded minimum score for project.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Cumulative score for both delivery methods had slight increase from previous SLO cycle.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Results from both delivery methods indicate that presentations from presenters in discipline increase student retention of information related to project.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Continue to use agency information and presenters to raise cumulative score to 90% or better.

**Person responsible for modifications:**
Timothy Thomas

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

KNOWLEDGE OF JUVENILE PROCEDURES
Number: G
FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the rules and procedures associated with juvenile proceedings and the role of all parties involved (child, parents, judges, lawyers, experts, social workers, etc.)

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
97.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project. Cumulative score was higher than previous SLO cycle for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
100.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

Both sections of delivery were 90% or better and showed similar outcomes.

ASSESSMENT(S)-----------------------------------------------------------

RELATED ITEM LEVEL 1

Identify Supporting Agencies
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify Supporting Agencies; DJJ, DSS, etc.
How: Identify agencies in South Carolina that directly deal with juvenile offenders as their main clients.
Who: CRJ145, Juvenile Delinquency, students.
When: Semesters when CRJ145 is offered.
Where: Classroom, agency web sites and direct contact with juvenile agencies to gather information related to their function in the juvenile justice system

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge in identifying agencies in South Carolina whose main function is dealing with juvenile offenders through the following.
1. Complete a written assignment related to a particular agency in South Carolina that specifically handles juvenile offenders such as police, courts, or corrections.
2. Present a summation about the agency in class.
3. Answer related questions about agencies that deal with juveniles on assigned test(s).

Student Success Improvement Goal:

Students exceeded minimum score for project.
**Student Group to be Assessed:**
All students enrolled in CRJ145.

**Actual Results of Assessment (Percentage):**
97.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Success level for project was raised above 90%, a substantial increase, from previous SLO cycle.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Both sections had a marked increase above 90% for project compared to previous SLO cycle.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Student retention is increased by direct interaction with juvenile justice agencies.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Continue to use juvenile justice agencies and related materials to enhance students' retention of juvenile institutions in the State of South Carolina. Continue to use project to maintain cumulative score of 90% or better for measurement.

**Person responsible for modifications:**
Timothy Thomas

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?:
No

KNOWLEDGE OF PROBATION AND PAROLE
Number:
H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the duties and roles probation and parole officers have within the criminal justice system.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
82.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
82.0

Analyze the disaggregated data results above.:
N/A
Alternatives to Incarceration
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identifying Alternatives to Incarceration
How: Identify programs and agencies in South Carolina that provide alternatives to incarceration.
Who: CRJ244, Probation, Pardon, and Parole, students.
When: Semesters when CRJ244 is offered.
Where: Classroom, agency web sites, and direct contact with probation agencies gather information about alternatives to incarceration used in South Carolina.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge in identifying alternatives to incarceration used in South Carolina through the following.
1. Complete a written assignment related to the alternatives to incarceration available in the state of South Carolina.
2. Answer related questions about alternatives to incarceration on assigned test(s).

Student Success Improvement Goal:
Success Goal: 70% of students will pass project with grade "C" or better.

Student Group to be Assessed:
All students enrolled in CRJ244.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Score for project was consistent with previous SLO cycle.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Success level of project may be limited due to less direct contact with students due to only online format.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Having student contact probation/parole agencies and complete access of related information enhances students' retention of material related to project.

Re-evaluation Date:

Changes made to process/modifications:
Enhance information delivery and include more community agencies resources to increase student retention related to project, to increase cumulative score for project to 90% or better.

Person responsible for modifications:
Timothy Thomas

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DEVELOP CONCEPT OF SECURITY OFFICER'S ROLE
Number:
I

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the security officer’s role within the criminal justice system versus that of a police officer.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
93.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
92.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
93.0

Analyze the disaggregated data results above::

Both sections of delivery were 90% or better and showed similar outcomes.
Security and Emergency Plan
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Identify the use of risk analysis systems to develop and implement security and emergency plans.
When: Semesters when CRJ102 is offered.
Where: Classroom and corporate settings to develop concepts of risk analysis and protocol for response to identified risks.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge of using risk assessment to develop security and emergency plans. Students will provide examples of potential risks and show appropriate plans to deal with them through the following.
1. Complete a written assignment that details a simulated risk and/or disaster situation and develop a risk assessment and protocol for it.
2. Answer related questions concerning risk analysis systems, risk assessment, and response protocol on assigned test(s)

Student Success Improvement Goal:
Improve understanding of project related to risk assessment and analysis.

Student Group to be Assessed:
All students enrolled in CRJ102

Actual Results of Assessment (Percentage):
88.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Students exceeded minimum score, 70%, for related project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Success for cumulative outcome was slightly lower than previous SLO cycle falling from 92% to 88%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Student retention is enhanced by using professionals from security industry explaining risk assessment and analysis.

Re-evaluation Date:

Changes made to process/modifications:
Examine methods of delivery for both delivery formats to determine where improvement can be made to increase cumulative success rate to more than 90% or better.

Person responsible for modifications:
Timothy Thomas

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DEVELOP CONCEPT OF VICTIM ASSISTANCE
Number:
J
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of victims’ rights and the variety of referral systems available to offer support to victims of crime.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
96.0

Cumulative Assessment Results (Text):
On average, 96% of the students enrolled in Judicial Process demonstrated an understanding of the concept of victim's assistance, etc.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
N/A

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Role of Court Advocate
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Role of Court Advocate How: Examine local court system and police agencies to examine and critique available programs for victim court advocate. Who: CRJ 220, Judicial Process, students. When: Semesters when CRJ220 is offered. Where: Available web sites and agencies where court advocate information is available.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge of availability and role of court advocates in the South Carolina Court system through the following.

1. Complete written assignment related to the role of the court advocate in the South Carolina Court system and/or
2. Answer related questions concerning the role of court advocates on assigned test(s).

Students will provide written feedback related to the subject in the form of Discussion Posts.

Student Success Improvement Goal:
Success Level: 70% of students will complete assignment with a “C” or better.

There are 2 assignments related to victim advocacy/assistance; success will be measured based on the average of the two assignments.

- Chapter 9 Quiz - 92% received grade of "C" or better
- Chapter 9 Discussion - 100% received grade of "C" or better
Student Group to be Assessed:
Students Included: All students enrolled in CRJ220.

Actual Results of Assessment (Percentage):
96.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
And average of 96% with a grade of "C" or better overall was attained for the quiz and discussion board posts in Chapter 9 which dealt specifically with victim advocacy/assistance.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Overall, students grasped the material quite well with regard to the courtroom workgroup (specifically victim's advocates) and the roles of those individuals within that group.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
In order for students to get a true understanding of the courtroom workgroup, and additional assignment may me added specifically geared towards the students shadowing one of the workgroup members for a day.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
DEMONSTRATE COMMUNICATION SKILLS

Number:
K

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate effective oral and written communication skills in conjunction with active listening skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
100.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.0

Analyze the disaggregated data results above:
Both sections of delivery were 90% or better and showed similar outcomes.
Plan and Deliver Public Speeches
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Plan and Deliver Public Speeches
How: Prepare and deliver a speech to an audience.
Who: SPC205, Public Speaking, CRJ students
When: Semesters when SPC205 is offered.
Where: Classroom setting where speech is given and observed by an instructor and fellow classmates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):  
EA: Demonstrate ability to give a speech in front of a public audience through the following.

1. Student will give a speech – such as persuasive – in class to demonstrate understanding of giving public speeches.

Student Success Improvement Goal:
Success Level: 70% of students will complete assignment with a “C” or better grade.

Student Group to be Assessed:
Students Included: All CRJ students enrolled in SPC205.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:


Students exceeded minimal score for project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students exceeded minimum score for project. High score reflects quality of instruction by speech teacher delivering class.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students successfully demonstrate ability to deliver the various formats of public speaking taught in course.

Re-evaluation Date:

Changes made to process/modifications:
Continue to use exceptional ability of SPC205 teacher to instruct CRJ students in the various formats of public speaking to maintain a cumulative completion rate of 90% or better.

Person responsible for modifications:
Timothy Thomas

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

Associate Degree, Paralegal/Legal Assistant
INVESTIGATIVE SKILLS
Number:
A
FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate investigation skills to ensure relevant information is obtained to help with the progression of legal case

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
77.0

Cumulative Assessment Results (Text):
77% of the students enrolled in the designated legal courses possess satisfactory investigative skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
74.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
79.0

Analyze the disaggregated data results above:
79% of students enrolled in a traditional class demonstrated satisfactory investigative skills, while on 74% of their Online counterparts demonstrated such skills.

The results don't show that much difference, but it increased from a 2% difference last term to a 5% difference this reporting term.
ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Scavenger Hunt
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Scavenger Hunt Assignment H: Students will be given specific questions or statements on the U.S. Constitution and will have to locate the relevant Amendment, Article and/or Section that relates to the subject matter. W: Entry level students W: Whenever they enroll in the Business Law I or Constitutional Law class, W: In the Business Law I and/or Constitutional Law class.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Students completing this assignment will have a working knowledge of the key components of the U.S. Constitution which will be evidenced by 80% of the students receiving a grade of "B" or better.

Student Success Improvement Goal:
Last academic year 2014-15), we set this goal to 80% receiving a grade of "B" or better from 70% receiving a grade of "C" or better for 2015-16; however, we fell short (76% received a grade of "B" or better); so we will again aim for 80% receiving a grade of "B" or better for 2016-17.

Student Group to be Assessed:
Students enrolled in Business Law I

Actual Results of Assessment (Percentage):
76.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

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ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Scavenger Hunt
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Scavenger Hunt Assignment H: Students will be given specific questions or statements on the U.S. Constitution and will have to locate the relevant Amendment, Article and/or Section that relates to the subject matter. W: Entry level students W: Whenever they enroll in the Business Law I or Constitutional Law class, W: In the Business Law I and/or Constitutional Law class.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Students completing this assignment will have a working knowledge of the key components of the U.S. Constitution which will be evidenced by 80% of the students receiving a grade of "B" or better.

Student Success Improvement Goal:
Last academic year 2014-15), we set this goal to 80% receiving a grade of "B" or better from 70% receiving a grade of "C" or better for 2015-16; however, we fell short (76% received a grade of "B" or better); so we will again aim for 80% receiving a grade of "B" or better for 2016-17.

Student Group to be Assessed:
Students enrolled in Business Law I

Actual Results of Assessment (Percentage):
76.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

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76% of the students completing the Scavenger Hunt assignment scored a grade of "B" or better with 65% scoring an "A" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for student success was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Program faculty believes student are not taking their work seriously and will stress the importance of research/investigative skills within the legal profession so that students will understand that every assignment given throughout the program curriculum is relevant to their success.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Courthouse/Law Office Visit
Embedded Outcome Number:
A-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visit Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received. W: 2nd year students W:
Whenever they enroll in the Law Office Management class. W: Any courthouse/law office in their service area.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Students completing these assignments will gain experience in interviewing and collecting & recording relevant information which will be evidenced by 80% of the students receiving a grade of "C" or better.

**Student Success Improvement Goal:**
Instead of 80% of the students completing these assignments receiving a grade of "C" or better; 80% will receive a grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in Law Office Management (LEG 232).

**Actual Results of Assessment (Percentage):**
92.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
92% of the students completing these assignments received a grade of "B" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students appear to understand the importance of taking the projects in this Capstone Course seriously and are doing better than students did in previous semesters. The assignments will remain apart of the course content. They assess an important aspect of legal profession with regard to the enhancement of interpersonal skills (specifically communication skills).
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
As stated before, these assignments provide an opportunity for students to interact with individuals working in the legal profession and gives them a sense of what the real world will be like. Therefore, the assignments should continue to be administered as a part of the program curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Legal Research
Embedded Outcome Number:
A-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Research Assignments H: Most of the classes in the curriculum have assignments centered around legal research (students will utilize library resources and Westlaw – a legal research engine) W: All students who register for LEG 121 and LEG 132 classes. W: Whenever they register for LEG 121 and/or LEG 132 classes. W: In all LEG classes, but specific assignments will be assessed in LEG 121 and LEG 132

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will be able to use the library and the Internet to perform legal research in a satisfactory manner.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
Students enrolled in Business law I (LEG 121) and Legal Bibliography (LEG 132)

**Actual Results of Assessment (Percentage):**
70.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
70% of the students completed the various legal research assignments in a satisfactory manner.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Depending on the individual assignment(s), students fair better in the face-to-face classes than the Online classes. For one reason or another, students do not understand the importance of completing assignments and doing so on time.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

The 2015-16 goal was achieved, but I would like to see more of an improvement in the future.

As a means to stress the importance of turning in quality work in a timely manner the instructor(s) will emphasize a variety of soft skills that are also being addressed in our institution's Quality Enhancement Plan to be implemented during the 2016-17 academic year.

Instructor will continue to provide more practice assignments before requiring students to complete graded assignment(s) in hopes of improving student success.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Legal Research
Embedded Outcome Number:
A-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Research Assignments H: Most of the classes in the curriculum have assignments centered around legal research (students will utilize library resources and Westlaw – a legal research engine) W: All students who register for LEG classes. W: Whenever they register for an LEG class. W: In all LEG classes (specifically LEG 121 and LEG 132).

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete LEG 121 and/or LEG 132 with a final grade of “C” or better.

Student Success Improvement Goal:
The goal was set at 80% last term and was met, so we increased it to 85% for 2015-16.

Student Group to be Assessed:
Students enrolled in LEG 121 and/or LEG 132
Actual Results of Assessment (Percentage):
82.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 82% of the students received a final grade of "C" or better in LEG 121 and LEG 132 for the 2015-16 term.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
As always, students shy away from reading and it is more obvious when you assess the percentages for face-to-face versus Online.

Even with review questions and quizzes being assigned and due before exams which are weighed more heavily, it seems as though students don't read to understand, but simply read to search for answers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
With everything else that has been tried to promote reading and actual comprehension of what is being read, instructor's will continue to emphasize the importance of reading for understanding and provide additional resources to help this grasp the material (chapter outlines, study guides, PowerPoint slides, chapter summaries, etc.).

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

PRODUCE ESSENTIAL DOCUMENTS
Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

Progress: Completed

Responsible Roles:

Program: Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric): 90.0

Cumulative Assessment Results (Text):
Overall, 90% of the students completing the designated assignments are able to produce documents that are important within the legal profession. Nonetheless, there are still some students who need to improve their written communication skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery: 89.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 90.0

Analyze the disaggregated data results above:
Students seem to fair quite the same in the Online and traditional format with 89% of Online students receiving a grade of "B" or better overall, with 90% of students enrolled in the traditional classroom setting receiving a grade of "B" or better overall.
Legal Writing
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Writing Assignments
H: Students will perform various writing assignments during their enrollment in the program that will require answering questions in the form of complete sentences. W: All students in the Paralegal Program
W: Whenever they register for an LEG class and for English 101 and 102; but specifically those who enroll in Family Law (LEG 213), Legal Writing (LEG 230), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242). W: All LEG courses have written assignments that are graded based on a rubric that accounts for correct usage of the English language. Also, all students in the Program are required to take English 101 and 102.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students completing various writing assignments will be able to demonstrate correct usage of the English language by receiving a grade of “B” or better.

Student Success Improvement Goal:
Because the goal was not met last reporting term, it remained the same (70%).

Student Group to be Assessed:
Students enrolled in Family Law (LEG 213), Legal Writing (LEG 230), Law Office Management (LEG 232), and Law Practice Workshop (LEG 242).

Actual Results of Assessment (Percentage):
91.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students completing the various written assignments received a grade of "B" or better which is indicative of a satisfactory writing ability.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The program goal was met. A few students still need to improve their written communication skills, but a majority of the students have shown an ability to effectively communicate through writing.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The referrals/suggestions that students use all available resources (Student Success Center and/or the Online tutoring venue - Brainfuse) appears to have helped students such that the program goal was met.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Legal Writing
Embedded Outcome Number:
B-1.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Writing Assignments H: Students will perform various writing assignments during their enrollment in the program that will require answering questions in the form of complete sentences. W: All students in the Paralegal Program W: Whenever they register for an LEG class and for English 101 and 102; but specifically, those who enroll in Family Law (LEG 213), Legal Writing (LEG 230), Law Office Management (LEG 232), and the Law Practice Workshop (LEG242). W: All LEG courses have written assignments that are graded based on a rubric that accounts for correct usage of the English language. Also, all students in the Program are required to take English 101 and 102.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete courses that focus on document production with a final grade of “B” or better.

Student Success Improvement Goal:
Because 68% of the students received a final grade of "B" or better as outlined above during the 2014-15 year, the goal was increased to 75% for 2015-16.

Student Group to be Assessed:
Students enrolled in Family Law (LEG 213), Legal Writing (LEG 230), Law Office Management (LEG 232), and the Law Practice Workshop (LEG242).

Actual Results of Assessment (Percentage):
84.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84% of students enrolled in classes related to document production received a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The percentage of students receiving a final grade of "B" or better in the relevant courses increased tremendously from 68% to 84%. Instructors are placing more and more emphasis on the quality of work students complete and turn in for a grade. Students seem to be grasping the importance of having good oral and written communication skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to stress the importance of communication skills as they relate to the legal profession. Instructors will also continue to refer/direct students to the various resources available to help them with the enhancement of both their oral and written communication skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Develop Advanced Writing Skills
Embedded Outcome Number:
B-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Assignments to Develop Advanced Writing Skills
H: Students will prepare law office memos, case briefs, and prepare a legal brief as if it is being presented to an actual court for consideration regarding a legal matter.
W: 2nd year students
W: When they enroll in Legal Writing (LEG 230)
W: In Legal Writing class
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Students completing these types of assignments will be able to demonstrate advanced writing
skills in a satisfactory manner, which will be evidenced by at least 85% of students averaging a
grade of "B" or better.

Student Success Improvement Goal:
Last term (2014-15) 81% of the students received an average grade of "C" or better with a goal of
70%; for 2015-16 the goal was increased as follows: 85% with a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230)

Actual Results of Assessment (Percentage):
86.0

Actual Results of Assessment (Text) - What did you find out using this assessment of
student learning?:
86% of the students completing the various writing assignments outlined above received an
averaged grade of "B" or better with 92% receiving an average grade of "C" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
A major improvement. Instructor emphasis on key communication skills and students preparing a
better quality of work has brought about change in a good way.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to serve as a valuable resource to students in addition providing proper
referrals when and where needed to help students be successful.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Develop Advanced Writing Skills
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Assignments to Develop Advanced Writing Skills
H: Students will prepare law office memos, case briefs, and prepare a legal brief as if it is being presented to an actual court for consideration regarding a legal matter.
W: 2nd year students
W: When they enroll in Legal Writing (LEG 230)
W: In Legal Writing class

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students completing LEG 230 will attain a grade of “B” or better.

Student Success Improvement Goal:
The goal was changed from 60% of students completing Legal Writing (LEG 230) with a final grade of "B" or better to 75% receiving a final grade of "B" or better.
Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230)

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students enrolled in the above-referenced class received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Written communication has improved with students' continuous improvement overall with regard to recognizing legal issues, analyzing them, and reaching reasonable conclusions.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Continue to encourage students to submit rough drafts and to refer them to available resources as needed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Draft Legal Forms
Embedded Outcome Number:
B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Drafting pleadings, deeds, wills, etc. while using the correct format and completing legal forms. H: Students are required to draft legal documents & complete forms in all LEG classes. W: All LEG students W: Whenever they register for certain LEG specialty classes W: In designated LEG specialty classes and during an internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
85% of students completing assignments related to the drafting of legal documents will do so at a satisfactory level which will be evidenced by them receiving an average grade of "B" or better.

Student Success Improvement Goal:
The goal for 2014-15 was set at 80% and met so, it was increased by 5% for the academic year 2015-16.

Student Group to be Assessed:
Students enrolled in designated legal specialty courses in the program curriculum - LEG 213 (Family Law), LEG 230 (Legal Writing), LEG 232 (Law Office Management), and LEG 242 (Law Practice Workshop).

Actual Results of Assessment (Percentage):
95.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95.2% of students enrolled in the designated legal specialty courses received a grade of "B" or better.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
By providing students with detailed feedback and ensuring that they understand and follow instructions the instructors have seen a drastic improvement in performance on drafting assignments.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue with the current strategy of providing feedback and clear instructions.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Draft Legal Forms
Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Drafting pleadings, deeds, wills, etc. while using the correct format and completing legal forms.
H: Students are required to draft legal documents & complete forms in all LEG classes.
W: All LEG students
W: Whenever they register for an LEG class
W: In all LEG classes and during an internship for those students who qualify.
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of students completing courses that focus on drafting pleadings and document completion will achieve a grade of “B” or better.

Student Success Improvement Goal:
The goal for 2014-15 was 70% of the students completing courses that focus on drafting pleadings and document completion would achieve a final grade of "B" or better. That goal was not met so we kept it the same for the academic year 2015-16.

Student Group to be Assessed:
Students enrolled in designated legal specialty courses in the program curriculum.

Actual Results of Assessment (Percentage):
84.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84% of the students enrolled in designated legal specialty courses designed to assess the drafting of legal form achieved a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Last term, only 65% of the students completed the designated legal specialty courses with a final grade of "B" or better. This term we saw a 19% improvement to 84%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

The use of referrals, additional practice assignments and the opportunity to present drafts for feedback before submitting the final draft(s) for a grade, may be key to the improvement witnessed this term.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

HANDLING LEGAL DOCUMENTS
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the importance of handling legal documents.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
71.0

Cumulative Assessment Results (Text):
Overall, only 71% of the students demonstrate satisfactory knowledge of how to properly handle legal documentation.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
Yes

Online Instructional Delivery:
74.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
68.0

Analyze the disaggregated data results above:
This data is a little surprising compared to the last reporting term. Although the numbers are much lower, Online students experienced a higher success rate (74%) than the traditional students (68%) this reporting term.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Rules, Procedure, Law and Service Knowledge
Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exhibit knowledge of rules, procedure, law and service (i.e. when and where to file documents, determination of who receives originals versus copies and understand the coordination and facilitation of real estate closings.
H: Students will attend lectures and complete various class, homework and research assignments and during an Internship*
W: LEG students
W: When they enroll in the various LEG courses.
W: In LEG classes and when participating in an Internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
70% of students completing assignments that cover this topic will have an understanding of the importance of how to handle legal documents from the start of a case until its end.

Student Success Improvement Goal:
The goal last term was set at 70% of the students receiving a grade "B" or better (this was modified from the year before where the goal was 70% receiving a grade of "C" or better. Last term, the goal was not met so we maintained the status quo.

Student Group to be Assessed:
Students enrolled in Business Law I (LEG 121), Intro to Law & Ethics (LEG 135), and Family Law (LEG 213).

Actual Results of Assessment (Percentage):
61.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 61% of the students enrolled in the above-referenced classes completed the various assignments with a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this reporting term was not met again this year even though it increased by 9% from 52% receiving a grade of "B" or better to 61%. Nonetheless, an overwhelming majority of the students did achieve a grade of "C" or better which is considered average performance based on standards of the legal profession.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors continued down the path of implementing/maintaining more challenging assignments. As always, students are encouraged to seek help from outside resources when completing assignments and to ask questions when they are unsure about instructions.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Rules, Procedure, Law and Service Knowledge
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exhibit knowledge of rules, procedure, law and service (i.e. when and where to file documents, determination of who receives originals versus copies and understand the coordination and facilitation of real estate closings.
H: Students will attend lectures and complete various class, homework and research assignments and during an Internship*
W: LEG students
W: When they enroll in the various LEG courses.
W: In LEG classes and when participating in an Internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will complete courses that focus on document handling with a grade of “C” or better.
Student Success Improvement Goal:
The minimum expected outcome for 2015-16 was increased from 75% completing the designated courses with a grade of "C" or better to 90% since 87% met the minimum expected outcome for the 2014-15 academic year.

Student Group to be Assessed:
Students enrolled in Business Law I (Leg 121), Intro to Law & Ethics (LEG 135), Family Law (LEG 213) and Law Practice Workshop (LEG 242).

Actual Results of Assessment (Percentage):
82.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82% of the students completed the designated courses with a final grade of "C" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
With a goal of 90%, only 82% of students completed of the designated courses with a grade of "C" or better. As, in previous years, this is average, but less than that what is expected in the real world of the legal profession.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to stress the importance of understanding both substantive and procedural law as it relates to service of process and other legal matters. As stated before, reinforcement through practical assignments is the key to mastering this student learning outcome.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

LEGAL RESEARCH/LEGAL TERMINOLOGY
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Conduct legal research using correct legal terminology.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
78.0

Cumulative Assessment Results (Text):
78% of students demonstrated that they knew how to conduct legal research and demonstrated an understanding of legal terminology.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
94.0

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:
61.0

Analyze the disaggregated data results above:

The lower success rate in the traditional class setting (LEG 132) is expected since this is an introductory class where students are just beginning to learn the basics of legal research and analysis (61%), but it is 17% higher than last reporting term.

The Legal Writing (LEG 230) class is an upper level class for which LEG 132 is a prerequisite. Students performed much better with 94% (12% higher than last reporting term) receiving grades of "C" or better on designated assignments.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Attend, Perform and Prepare Based on Legal Research

Embedded Outcome Number:

D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Attend lectures, perform legal research assignments and prepare office memos and a trial brief based on legal research completed

H: Students will take a tour of the Law Library and complete a research assignment to ensure they understand the inner workings of the library as it relates to research (locate and use resources) and differentiate between statutes, regulations, cases, etc. (understand legal terminology and its application). Once they have mastered manual research, students will tackle computer- assisted legal research (i.e. Westlaw)

W: All LEG students (in-depth skills will be taught in Legal Bibliography and Legal Writing)

W: When they enroll in various LEG courses

W: In LEG classes and when participating in an Internship for those students who qualify

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.0

Minimum Expected Outcome for Level of Achievement (Text):
75% of students will be able to use general library skills and computer assistance to perform legal research evidenced by the completion of designated assignments with a grade of "C" or better.

**Student Success Improvement Goal:**

For 2014-14, the goal was 70% and was accomplished with 73% of the students meeting the minimum expected outcome; the goal for 2015-16 is 75%.

**Student Group to be Assessed:**
Students enrolled in Legal Bibliography (LEG 132) and Legal Writing (LEG 230)

**Actual Results of Assessment (Percentage):**
83.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
83% of students completing the designated assignments displayed the ability to use general library/computer skills to conduct legal research and prepare the necessary documentation to relay the information once it was analyzed by receiving a grade of "C" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met, so the instructors will continue to emphasize the gathering of relevant information prior to completing assignments and the possible need to perform additional research as warranted to pull everything together.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The instructors will continue to provide as much guidance as possible and encourage students to use all available resources to assist with satisfactory completion of their assignments.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Person responsible for modifications:  

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1  
Attend, Perform and Prepare Based on Legal Research  
Embedded Outcome Number:  
D-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:  
W: Attend lectures, perform legal research assignments and prepare office memos and a trial brief based on legal research completed  
H: Students will take a tour of the Law Library and complete a research assignment to ensure they understand the inner workings of the library as it relates to research (locate and use resources) and differentiate between statutes, regulations, cases, etc. (understand legal terminology and its application). Once they have mastered manual research, students will tackle computer-assisted legal research (i.e. Westlaw)  
W: All LEG students (in-depth skills will be taught in Legal Bibliography and Legal Writing)  
W: When they enroll in various LEG courses  
W: In LEG classes and when participating in an Internship for those students who qualify

Type of Assessment:  
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
70.0

Minimum Expected Outcome for Level of Achievement (Text):  
70% of students will complete courses that focus on legal research terminology with a grade of “C” or better.

Student Success Improvement Goal:  
The goal was almost met for 2014-15 with 69% meeting the minimum requirement of 70%, so as a challenge we decided to increase the minimum expected outcome to 75% receiving a final grade of "B" or better in the designated courses.
**Student Group to be Assessed:**
Students enrolled in Legal Bibliography (LEG 132) and Legal Writing (LEG 230).

**Actual Results of Assessment (Percentage):**
85.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
85% of students enrolled in the designated classes received a final grade of "B" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
There was a 16% improvement overall from 69% during 2014-15 to 85% during 2015-16. Instructors will be encouraged to keep doing what they are doing to improve student success.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to provide practical assignments geared toward research and the relaying of information gathered as a result of analyzing that information.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**TRIAL PREPARATION**
Number: E

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Prepare for trial through file organization and use of notebooks

Progress: Completed

Responsible Roles:

Program: Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric): 89.0

Cumulative Assessment Results (Text): 89% of the students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232) demonstrated satisfactory skills with regard to trial preparation.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery: 94.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 84.0

Analyze the disaggregated data results above: It appears that the additional resources made available to students in the Online class helped tremendously as the success rate went from 75% to 94% while the traditional students maintained an 84% success rate.
Law Office Visit and Legal Brief

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Law Office Visit Project/Legal Brief H: Students will visit a law office of their choice and prepare a written report with exhibits about the visit based on set guidelines that call for keen organizational skills and also perform an oral presentation of their visit. Students will also prepare and submit a legal brief as if it is going to be used in an actual trial. W: 2nd year students W: When they enroll in Law Office Management W: At a law office of their choice and at a criminal or civil trial of their choice or during an Internship*

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
70% of the students enrolled in the above-referenced classes will be able to organize files, prepare trial documents, prepare clients and witnesses for trial, and prepare exhibits as evidenced by achieving a grade of "B" or better on the designated assignments.

Student Success Improvement Goal:
The goal was changed from 70% of the students achieving a grade of "C or better on the designated assignments to 70% achieving a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
73.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

73% of the students completed the designated assignments with a grade of "B" or better; this is a huge increase from last term where only 48% completed the assignments with a grade of "B" or better (a 25% difference).

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students' work this term was slightly above average for standards within the legal profession.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The use of case studies throughout the curriculum seems to have benefited the students quite a bit. Having the ability to look at any given situation from both sides is a plus in the legal profession; therefore, the instructors will continue to use case studies to help students with their written communication skills (specifically the quality of their work).

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Law Office Visit/Trial Court
Embedded Outcome Number:
E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Law Office Visit Project/Trial Court Assignment
H: Students will visit a law office of their choice and prepare a written report with exhibits about the visit based on set guidelines that call for keen organizational skills and also perform an oral presentation of their visit. Students will also sit in on and make a report on an actual trial.
W: 2nd year students
W: When they enroll in Law Office Management
W: At a law office of their choice and at a criminal or civil trial of their choice or during an Internship*

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.0

Minimum Expected Outcome for Level of Achievement (Text):
75% of students will complete courses that focus on trial preparation with a grade of “B” or better.

Student Success Improvement Goal:
The goal for 2014-15 was for 65% to receive a final grade of "B" or better in the designated courses with 68% achieving the goal. For 2015-16, the goal was increased to 75%.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of students enrolled in the designated courses received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

The goal was accomplished as evidenced by a huge improvement of 20%. Students continue to demonstrate that they are grasping the importance of following directions and

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to ensure that students have opportunities to participate in real world experiences so that they have an understanding of what to expect when the graduate and start working within the legal profession.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ADMINISTRATIVE DUTIES

Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform administrative duties as they relate to maintaining files and communicating with clients

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant
Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):
95% of students enrolled in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242) demonstrated an above-average to satisfactory ability with regard to performing various administrative duties.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
90.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.0

Analyze the disaggregated data results above:
90% of the Online students received a grade of "B" or higher while 100% of the traditional students received a grade of "B" or better this reporting term. Last term there was an 82% success rate overall with no disaggregated data.

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1

Writing Assignments
Embedded Outcome Number:
F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Writing Assignments
H: Students will have to complete various assignments that involve writing correspondence geared towards different aspects of a law practice (i.e. Office memos, information letters, opinion letters and demand letters). Students will attend lectures that focus on the importance of time management; maintaining an office and court calendar; the importance of checking for conflicts; the proper means of opening and closing files; and the importance of staying on top of office inventory and making sure equipment is in working order to handle daily business. W: Students who enroll in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242). W: When the relevant courses are offered – Fall, Spring and/or Summer semesters.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will complete assignments that focus on the performance of administrative duties with a grade of “B” or better.

Student Success Improvement Goal:
The minimum expected outcome was changed from 80% receiving a grade of "C" or better to 80% receiving a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 23) and the Law Practice Workshop (LEG 242).

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students completed the designated work with a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Previously, only 62% of the students completed the designated assignments with a grade of "B" or better. There was a tremendous increase this term with a difference of 28%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Instructors will continue to encourage students to put more thought and time into their course work to ensure a more complete and accurate "final" submission to keep them in line with industry standards.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Writing Assignments**

**Embedded Outcome Number:**
F-1.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
W: Writing Assignments
H: Students will have to complete various assignments that involve writing correspondence geared towards different aspects of a law practice (i.e. Office memos, information letters, opinion letters and demand letters). Students will attend lectures that focus on the importance of time management; maintaining an office and court calendar; the importance of checking for conflicts; the proper means of opening and closing files; and the importance of staying on top of office inventory and making sure equipment is in working order to handle daily business. W: Students who enroll in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242). W: When the relevant courses are offered – Fall, Spring and Summer semesters. W: In Legal Writing (LEG 230) and during an internship* - the Law Practice Workshop (LEG 242).

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.0
Minimum Expected Outcome for Level of Achievement (Text):
80% of students will complete courses that focus on the performance of administrative duties with a grade of “B” or better.

Student Success Improvement Goal:
The minimum expected outcome was increased from 70% receiving a final grade of "B" or better to 80%.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242).

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students enrolled in the above-referenced classes received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
There has been a tremendous increase in student performance overall.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to stress the importance of meeting deadlines and turning in accurate work (ensuring that students pay attention to detail). Giving students feedback on rough drafts seems to be helping in this area with regard to student performance.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION SKILLS
Number:
G

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Learn and demonstrate communication skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
75.0

Cumulative Assessment Results (Text):
75% of the students demonstrated average to satisfactory communication skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
57.0

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:
93.0

Analyze the disaggregated data results above:
Students in the traditional class setting (93%; up from 79% last term) were more successful than their Online counterparts (57%; down from 67% last term).

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Courthouse/Law Office Visitation
Embedded Outcome Number:
G-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visitation Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received; students will make an oral presentation based on the law office visit; students will visit a courthouse of their choice, interview an employee, and prepare a written document of their experience; and students who participate in an internship will demonstrate appropriate communication skills (oral and written) W: 2nd year students W: Whenever they enroll in Law Office Management, Judicial Process, and/or the law Practice Workshop W: Any courthouse/law office in their service area

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.0

Minimum Expected Outcome for Level of Achievement (Text):
Students will be able to display basic courtesy by perfecting soft skills, using good grammar, using communication technology, creating basic letters, practicing listening skills, exhibiting good presentation skills, and developing proofreading skills as evidenced by 70% of students achieving a grade of "B" or better on designated assignments related to enhancing communication skills.

Student Success Improvement Goal:
Because the goal was barely met last academic term (71%), it remained the same.
**Student Group to be Assessed:**
Students enrolled in Law Office Management, Judicial Process, and/or the Law Practice Workshop.

**Actual Results of Assessment (Percentage):**
76.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
76% of the students completing the designated assignments received a grade of "B" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Although the goal was met this reporting term, there is plenty of room for improvement. The biggest area(s) of concern is with grammar; for one reason or another, students are just not getting the importance of proofreading their work and having others look over it before submitting it for a grade.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to stress the importance of communication skills (both oral and written); however, students will be given more opportunities to submit drafts for review before submitting the final project/assignment.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Courthouse/Law Office Visitation
Embedded Outcome Number:
G-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visitation Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received. Students will also make an oral presentation based on the law office visit W: 2nd year students W: Whenever they enroll in the Judicial Process, Law Office Management, or the Law Practice Workshop class(es). W: Any courthouse/law office in their service area

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete the designated courses that focus on communication skills with a grade of “B” or better.

Student Success Improvement Goal:
Last term, 85% of the students completed with designated courses with a final grade of "C" or better. this term, the goal was to have 85% receive a final grade of "B" or better.

Student Group to be Assessed:
Students enrolled in the following designated courses: Judicial Process, Law Office Management, and/or the Law Practice Workshop.

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

89.6% (90%) the students enrolled in the designated classes received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Overall, students are doing better, but there is still room for improvement in the way of grammatical errors and sentence structure/clarity.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to emphasize the importance of proofreading, understanding and applying grammatical concepts such as spelling, punctuation, subject-verb agreement, etc.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Mock Interview
Embedded Outcome Number:
G-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Mock Interview Assignment
H: Students will participate in a mock interview where they each come to a designated location, appropriately dressed, resume in hand, etc. The interviewers will be the class instructor and one
other individual (a co-worker or an attorney or paralegal in the service area of the college). The students will also prepare a cover letter prior to the interview and a thank you letter thereafter.

W: 2nd year students
W: When they enroll in Law Office Management
W: Area designated for the interview process (i.e. Faculty Boardroom)

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students enrolled in Law Office Management will receive a grade of "B" or better on all assignments associated with the Mock Interview.

**Student Success Improvement Goal:**
Because the goal was exceeded last term, the minimum expected outcome was increased from 70% to 80% of the students receiving a grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in Law Office Management (LEG 232).

**Actual Results of Assessment (Percentage):**
88.6

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
88.6% of the students enrolled in Law Office Management actually received a grade of "A."

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was exceeded. The minimum expected outcome was for 80% of the students to receive grades of "B" or better on the designated assignments; well, 88.6% received a grade of "A."
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
These assignments will remain a part of the overall curriculum as they prepare students to enter the real world of the legal profession.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ORGANIZATIONAL SKILLS
Number: H
FY Start: 7/1/2015
FY End: 6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate organizational skills
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric): 97.0
Cumulative Assessment Results (Text):
97% of the students enrolled in Law Office Management (LEG 232) and/or participating in the Law Practice Workshop (LEG 242) demonstrated organizational skills in a satisfactory manner. This is a great improvement from last term (805) with a 17% increase.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::
N/A

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Project and Internship
Embedded Outcome Number:
H-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Lectures, Law Office Visit Project, and Internship* H: Lectures will go into detail about prioritizing work, managing time, maintaining deadlines and uses document control systems (manual and computerized). W: All students who enroll in LEG classes W: Fall, Spring and Summer semesters W: In the following legal specialty courses: Law Office Management and/or the Law Practice Workshop

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Students will be able to prioritize work, practice time management, anticipate needs and/or problems, maintain deadlines and use document control systems as evidenced by 85% of students enrolled in the designated legal specialty courses receiving a grade of "B" or better on assignments chosen to assess the ability of students to meet deadlines and demonstrate organizational skills.

**Student Success Improvement Goal:**
The minimum expected outcome was raised from 80% to 85% of the students receiving a grade of "B" or better on the designated assignments.

**Student Group to be Assessed:**
Students enrolled in Law Office Management and/or the Law Practice Workshop

**Actual Results of Assessment (Percentage):**
94.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
94.3% of the students achieved a grade of "B" or better on the designated assignments.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?**:
The program goal was exceeded, but there is always room for improvement.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
Overall, student success rates have improved tremendously. Instructors will continue doing what they are doing with regard to motivating and preparing students to be successful in the legal profession.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Wawring Berry
Progress: 
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Project and Internship
Embedded Outcome Number:
H-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Lectures, Law Office Visit Project, and Internship* H: Lectures will go into detail about prioritizing work, managing time, maintaining deadlines and uses document control systems (manual and computerized). W: All students who enroll in LEG classes W: Fall, Spring and Summer semesters W: In the following legal specialty courses: Law Office Management and/or the Law Practice Workshop.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
90% of students enrolled in the designated legal specialty courses that focus on organizational skills with receive a final grade of “B” or better.

Student Success Improvement Goal:
The minimum expected outcome was increased from 80% to 90% of students completing the designated legal specialty courses with a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Law Office Management and/or the law Practice Workshop.
Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The program goal was exceeded which demonstrates that students are taking their work seriously and doing more to improve the necessary skills needed to survive in the legal profession. Nonetheless, there is always room for improvement.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Stressing the importance of enhancing their soft skills seems to be working and will continue to be highlighted throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ETHICAL BEHAVIOR AND PRACTICES
Number:
1

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate ethical behavior and practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
84.0

Cumulative Assessment Results (Text):
84% of the students enrolled in the designated classes demonstrated a working knowledge of ethical behaviors and practices.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
91.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
76.0

Analyze the disaggregated data results above:
This data is somewhat surprising. In the past, traditional students fared better than Online students. This reporting term, Online students improved their success rating by 18% from 73% last term to 91%. On the other hand, traditional students decreased 12% from 88% last term to 76%.
Unauthorized Practice of Law, Law Office Visitation, Conflicts, Confidentiality, etc. and Internship
Embedded Outcome Number:
I-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Unauthorized Practice of Law Assignments, Law Office Visitation Project, Lectures on Conflicts, Confidentiality, etc. and Internship
H: Throughout the paralegal curriculum, students will be introduced to the Rules of Professional Responsibility (Ethics) through lectures and assignments, and will gain first-hand knowledge while participating in internship*
W: All students who enroll in LEG classes
W: Fall, Spring and Summer semesters
W: In all paralegal courses

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Students will be able to understand the rules of ethics, differentiate between what a paralegal can and cannot do, and exhibit knowledge of restrictive communication rules and escrow account maintenance as evidenced by 80% of the students receiving a grade of "C" or better on designated assignments and/or assessments related to professional responsibility.

Student Success Improvement Goal:
The goal remained the same as last term since it was not met.

Student Group to be Assessed:
Students enrolled in Intro to Law & Ethics, Family Law and/or the Law Practice Workshop.

Actual Results of Assessment (Percentage):
84.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
83.5% of the students completing the designated assignments received a grade a "C" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students improved overall, but still need some guidance with regard to application of the rules of professional responsibility.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The instructors' use of the bar website to share real world ethical issues with students appeared to help them understand what is and is not ethical in the legal profession. They will continue to assign case studies that address ethical behaviors and practices.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williетte Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Unauthorized Practice of Law, Law Office Visitation, Conflicts, Confidentiality, etc. and Internship

Embedded Outcome Number:
I-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Unauthorized Practice of Law Assignments, Law Office Visitation Project, Lectures on Conflicts, Confidentiality, etc. and Internship
Throughout the paralegal curriculum, students will be introduced to the Rules of Professional Responsibility (Ethics) through lectures and assignments, and will gain first-hand knowledge while participating in internship.

All students who enroll in LEG classes in all paralegal courses during Fall, Spring and Summer semesters.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will complete courses that focus on the knowledge of ethical rules with a grade of “B” or better.

**Student Success Improvement Goal:**
Instead of 80% of the students completing the designated classes with a grade of "C" or better; the minimum outcome was changed to 80% receiving a grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in designated LEG courses.

**Actual Results of Assessment (Percentage):**
78.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Only 78% of the students enrolled in the designated legal classes received a final grade of "B" or higher.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was not met, but the grades were good overall in relation to the minimum outcome required being increased from 80% receiving a final grade of "C" or higher to 80% receiving a "B" or higher.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to stress the importance of Professional Responsibility within the legal profession and the consequences and sanctions for those who are found to be irresponsible.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE COMPUTER SKILLS FOR PROFESSIONAL PRACTICES
Number:
J

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use computer skills for professional practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
70% of students enrolled in the designated classes possess satisfactory computer skills; this is down 2% from last reporting term. Greater emphasis will be placed on the importance of computer skills based on the more prominent role technology now has in the legal profession from the law office or governmental agency to the courtroom.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

N/A

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Campus Cruiser and Computer-Assisted Legal Research
Embedded Outcome Number: J-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: W: Follow class progress on Campus Cruiser and complete Computer-Assisted Legal Research Assignment(s) H: Students are required to use Campus Cruiser to communicate with the Instructor, check on their progress in their respective classes, post to the discussion board for class assignments, etc. and will also be introduced to legal research engines such as Westlaw to complete research assignments. W: All students in the Paralegal Program W: Fall semester W: In Legal Bibliography (LEG 132).

Type of Assessment: Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 
70.0

Minimum Expected Outcome for Level of Achievement (Text): 
70% of students enrolled in LEG 132 will receive a grade of "C" or higher on the designated computer- assisted legal research assignment which will also require the use Windows applications, the demonstration of basic computer skills, and satisfactory knowledge of the inner workings of OCtech's Learning Management System (LMS), Campus Cruiser.

Student Success Improvement Goal: 
Although the goal was not met last term, the minimum expected outcome was changed from 65% to 70% as a challenge to the instructor.

Student Group to be Assessed: 
Students enrolled in the Paralegal Program and specifically the Legal Bibliography (LEG 132) class.

Actual Results of Assessment (Percentage): 
69.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
68.7% of the students enrolled in LEG 132 completed the computer-assisted legal research assignment with a grade of "C" or better.

Results of Assessment Date: 
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Although the goal was not met, it was up six percentage points from the last academic term.

However, 100% of the students enrolled in the Paralegal program used Campus Cruiser to follow their progress in various courses, to turn in assignments (by uploading documents), to post to the discussion board, and to communicate with their instructors. Students seem to have mastered the inner workings of OCtech's LMS.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assistance will continue to be offered as needed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Microcomputer Applications / Word Processing
Embedded Outcome Number:
J-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Satisfactory completion of computer courses included in the Paralegal program curriculum H:
Students are required to take two computer courses - Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179) and complete them with a minimum grade of "C" in order to successfully complete the Paralegal program and receive their Associate Degree. W: All students who enroll in the Paralegal program W: Fall, Spring, and Summer semesters W: In Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179) courses

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete the designated courses in the paralegal curriculum that focus on computer skills with a grade of "B" or better.

**Student Success Improvement Goal:**  
The goal was met last term; therefore, the minimum expected outcome was raised from 80% to 85%.

**Student Group to be Assessed:**  
Students enrolled in the following computer classes: Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179)

**Actual Results of Assessment (Percentage):**  
71.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**  
70.6% of the paralegal students enrolled in the designated computer classes received a final grade of "B" or better.

**Results of Assessment Date:**  
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**  
The goal was not met. Several students who failed the courses, also failed at least two other courses during the term they took the computer class. So it may be fair to say they had a rough semester overall, not just issues in the computer class(es).

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**  
Instructors will continue to stress the role of computer technology in the legal profession to day and how the more computer skills an individual has, the more marketable he/she will be when entering the workforce.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PRACTICE PROFESSIONAL SKILLS
Number:
K

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Practice professional skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
80.0

Cumulative Assessment Results (Text):
85% of the students enrolled in Law Office Management (LEG 232) and/or participating in the Law Practice Workshop (LEG 242) demonstrated an above-average level of professionalism.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
N/A

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Professional Skills
Embedded Outcome Number:
K-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Professional Skills H: Mock interview, Law Office Visit Project, Research Assignments, and Internship.* W: Students who enroll in the Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) courses W: Fall and Spring semesters W: In Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Students will demonstrate flexibility, dependability, resourcefulness, and initiative; read at a high level of comprehension; exhibit a professional attitude & image; practice decision making & problem solving; develop personal interviewing skills; develop leadership skills; and work independently and as a team. This will be evidenced by 85% of students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) receiving a grade of "B" or higher on designated assignments/projects that require students to exhibit a satisfactory level of professionalism.

Student Success Improvement Goal:
The goal was met last term; therefore, the minimum outcome requirement was increased from 80% to 85%.
**Student Group to be Assessed:**
Students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

**Actual Results of Assessment (Percentage):**
80.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
80% of the students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) achieved a grade of "B" or higher on the designated assignments that require students to exhibit a satisfactory level of professionalism.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was not met this term. This term it was decided that the performance on the Westlaw Research Assignment should be included and that brought the average down.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Although the goal was not met, the overall achievement was satisfactory. Instructors are very limited in their resources, but will continue to stress the importance of appearance and other soft skills in order to be successful in the legal profession.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Professional Skills
Embedded Outcome Number: K-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Professional Skills H: Mock interview, Law Office Visit Project, Research Assignments, and Internship.* W: Students who enroll in the Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) courses W: Fall and Spring semesters W: In Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 85.0

Minimum Expected Outcome for Level of Achievement (Text): 85% of students will complete courses that focus on professional skills with a grade of “B” or better.

Student Success Improvement Goal:
Because the goal was met last term, the minimum expected outcome was increased from 80% to 85%.

Student Group to be Assessed:
Students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Actual Results of Assessment (Percentage): 90.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
89.6 % (90%) of the students enrolled in the designated courses achieved a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was exceeded. Students are taking ownership of their education which is a move in the right direction.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Although instructors are doing a better job of nurturing student growth professionally, there is still room for improvement. Instructors will continue to instill in students the truthfulness of the statement - "Everyday of your life is an interview."

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE UNDERSTANDING IN THE FIELDS OF LAW
Number:
L

FY Start:
7/1/2015

FY End:
Description - What will the student know or be able to do upon completion of the program?:
DEMONSTRATE UNDERSTANDING IN THE FIELDS OF LAW

Progress:
Delayed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Exit Exam
Embedded Outcome Number: L-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exit Exam (for successful completion of Law Office Management class only; not a prerequisite for obtaining Paralegal degree)
H: Students will be tested on information they have learned throughout the Paralegal curriculum to test their knowledge of the different fields of law.
W: 2nd year students
W: Spring Semester of 2nd year
W: In the Law Office Management class

Type of Assessment:
Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Delayed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Exit Exam
Embedded Outcome Number:
L-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Exit Exam (for successful completion of Law Office Management class only; not a prerequisite for obtaining Paralegal degree)
H: Students will be tested on information they have learned throughout the Paralegal curriculum
to test their knowledge of the different fields of law.
W: 2nd year students
W: Spring Semester of 2nd year
W: In the Law Office Management class

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
60.0

Minimum Expected Outcome for Level of Achievement (Text):
60% of students will successfully complete the LEG Exit Exam with a grade of “C” or better

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Delayed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:


Engineering Technology
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

APPLY TECHNICAL SKILLS
Number: A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
87.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Select, Configure, Calibrate, and Install Instrumentation

Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students select, configure, calibrate, and install instrumentation to support process control simulators to control flow, pressure, level, and temperature processes while performing lab practicals in EIT 220.

How: Successfully complete installations and demonstrate working processes.

Who: EIT seniors.

When: Second year EIT.

Where: EIT instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will select, configure, and connect instrumentation to form complete control loops.

Student Success Improvement Goal:
80% of students will successfully complete related lab practicals with a minimum score of 80%.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
96.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
96% of student participants scored 80% or greater on lab practical application requiring a complete automated process to be connected, configured, and tested. This included the demonstration of working automated system.

There were 16 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab practical activity performed in EIT 220 Control Principles during spring 2016 semester. The results indicate an increase of 7% over last year's assessment.

The assessment results reflect the student has the ability to apply knowledge and techniques using modern instrumentation to successfully configure, calibrate, and install process control equipment used in the field of instrumentation and process control.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate various manufacturer's process control transmitters and sensors into the assessment activities, including the Rosemount 2088 pressure transmitter.

Re-evaluation Date:
5/29/2017

Changes made to process/modifications:
The recently acquired DAC multi-process simulators were fully implemented in the EIT 220 Control Principles course. These were used for the lab practical assessments.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Select, configure, calibrate, and install instrumentation in industrial setting.
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students select, configure, calibrate, and install instrumentation to support process control application to control flow, pressure, level, and temperature processes in an industrial setting.

How: Successfully complete installations and demonstrate working processes.

Who: EIT seniors.

When: Second year EIT.

Where: Industry co-op partner location.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Effectively select, calibrate, install, and test instrumentation in an industrial setting.

Student Success Improvement Goal:
80% of co-op participant will score above average rating for categories related to aptitude and work applications by co-op employer.

**Student Group to be Assessed:**
Students Included: EIT 240 students.

**Actual Results of Assessment (Percentage):**
88.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

88% of co-op participants scored greater than average, or meets/exceeds on work aptitude and application while working in industrial setting. Students selected configured, calibrated, and installed instrumentation to support process control application to control flow, pressure, level, and temperature processes in an industrial setting. Target was 80% of co-op participant will score above average rating for categories related to aptitude and work applications by co-op employer.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

The assessment results indicate a proficiency in the area of performing necessary instrumentation calibrations and configurations in an industrial setting. This represented four industry co-op partners this semester. The assessment results in this area increased by 8% over last year's assessment results.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**
6/26/2017

**Changes made to process/modifications:**
The evaluation assessment continues to be refined and updated as new co-op partners join the program.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Perform PLC programming that demonstrates knowledge all of PLC components**

**Embedded Outcome Number:**
A-3

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Lab practicals in EIT 235, EIT 244. Senior Project EIT 242.

How: Students will perform PLC programming that demonstrates knowledge all of PLC components. Students will successfully interface various PLCs with instrumentation. Students will demonstrate how the PLC can control flow, level, temperature, and pressure applications through the use of process simulators.

Who: Senior year EIT students.

When: Second year EIT.

Where: PLC lab, Instrumentation lab, and co-op partner facilities.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Complete required PLC lab practicals and assignments in EIT 244.

Student Success Improvement Goal:
80% of all participants will complete 80% of required lab practicals.

Student Group to be Assessed:
Students Included: EIT 244 students.

Actual Results of Assessment (Percentage):
81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

81.25% of students completed 80% or more of required lab practicals that required the network connection to be configured between the PLC and PC. This required the use of network configuration software settings in the PC as well as RSLogix software for driver configuration. There were 16 students assessed.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This assessment was taken during spring 2016 semester during EIT 244 PLCs and Computers in Instrumentation. Results indicate the efficiency of the student to properly configure network drivers to establish necessary communication between PLC systems and PCs and completed required programming objectives.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
New PLC platforms are being acquired that will introduce new programming challenges for the student, including RSCompact Logix PLC platform. This will be incorporated during the 2016/2017 academic year.

Re-evaluation Date:
5/29/2017

Changes made to process/modifications:
Several PLC programming lab practical assessments were updated to reflect new programming objectives and requirements.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Configure Laptop Network Settings
Embedded Outcome Number:
A-4

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Lab assignments in EIT 244.
How: Students configure laptop network settings in conjunction with RSLinx to allow successful programming of PLCs.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT PLC lab.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of PLC lab practicals requiring PCs to be networked to various PLCs.

Student Success Improvement Goal:
80% of students will complete 80% of all required lab practicals.

Student Group to be Assessed:
Students Included: EIT 244 students.

Actual Results of Assessment (Percentage):
81.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81.25% of students completed 80% or more of required lab practicals that required the network connection to be configured between the PLC and PC. This required the use of network configuration software settings in the PC as well as RSLogix software for driver configuration. There were 16 students assessed.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This assessment was taken during spring 2016 semester during EIT 244 PLCs and Computers in Instrumentation. Results indicate the efficiency of the student to properly configure network drivers to establish necessary communication between PLC systems and PCs.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
New PLC platforms are being acquired that will introduce new networking challenges for the student, including RSCompact Logix PLC platform. This will be incorporated during the 2016/2017 academic year.
Re-evaluation Date:  
5/29/2017

Changes made to process/modifications:

Person responsible for modifications:  
Richard Murphy

Progress:  
Completed

Responsible Roles:  

QEP SLO(s) Assessed in this Course Activity:  

Was the QEP Rubric used to assess this activity?:

APPLY PRACTICAL KNOWLEDGE TO TECHNICAL PROBLEM SOLVING  
Number:  
B

FY Start:  
7/1/2015

FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:  
Apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.

Progress:  
Completed

Responsible Roles:  

Program:  
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):  
87.0

Cumulative Assessment Results (Text):  

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Optimize Process Loops
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Lab practical demonstrations in EIT 220.
How: Students will use standard tuning methods to optimize process loops that control level, flow, pressure, and temperature.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will demonstrate the ability to optimize control loop operations by applying mathematical calculations and standard tuning procedures.

Student Success Improvement Goal:
80% students will score 90% or greater on loop tuning lab practicals.

Student Group to be Assessed:
Students Included: Senior year EIT students.
Actual Results of Assessment (Percentage):
93.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

93.25% of students scored 80% or greater on lab practical assessment using LabVIEW to automatically control an optimized process control loop. This required the student to configure a control loop, calculate tuning parameters, and use LabVIEW for control.

There were 16 student participants in this assessment. Assessment results are from EIT 220 Control Principles for spring semester 2016.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Results indicate the student has the ability to apply proper mathematical calculations and standard tuning procedures to optimize the control of a process.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Plan to expand the use of LabVIEW and LabVIEW data acquisition hardware for loop tuning, control, and optimization lab practicals.

Re-evaluation Date:
5/29/2017

Changes made to process/modifications:
Incorporated LabVIEW control as a lab practical requirement for process control.

Person responsible for modifications:
Richard Murphy

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1  
Systematic Methods of Troubleshooting  
Embedded Outcome Number:  
B-2  

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Perform systematic methods of troubleshooting during lab practicals in EIT 212.

How: Combine cumulative skills to troubleshoot systems and lab practicals when problems are encountered during process loop configuration and testing.

Who: Senior year EIT students.

When: Second year EIT.

Where: EIT instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will obtain an average lab practical score of greater than 80% on troubleshooting lab practicals.

Student Success Improvement Goal:
80% of students will obtain an average lab practical score of greater than 80% on troubleshooting lab practicals.
**Student Group to be Assessed:**
Students Included: Senior year EIT students.

**Actual Results of Assessment (Percentage):**
75.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
75% of students completed all troubleshooting lab practicals in EIT 212 Introduction to Instrumentation II with an average score of greater than 80%. There were 16 students assessed during spring semester 2016.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results were 5% below the target results for this assessment. Several students did not complete all activities which skewed the results slightly. This assessment included six additional activities compared to last year's assessment results.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Troubleshooting labs and lab requirements will be refined and updated.

**Re-evaluation Date:**
5/29/2017

**Changes made to process/modifications:**
Six additional troubleshooting labs were added this semester compared to last year.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Perform Process Gain Calculations
Embedded Outcome Number:
B-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Assessment worksheet.
How: Students will demonstrate ability to apply mathematics and proper procedures to calculate process gains.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: The student will demonstrate proficiency applying mathematics and engineering procedures to accurately calculate process gains.

Student Success Improvement Goal:
80% of students will achieve a score of 85% or greater on this assessment.

Student Group to be Assessed:
Second years students taking EIT 220 Control Principles.

Actual Results of Assessment (Percentage):
94.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94.25% of students completed assessment requiring mathematical calculations to determine process gain results during written assessment. This activity was completed in EIT 220 Control Principles during spring semester 2016. There were 16 student participants in assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Results indicate an increase from last year's 78%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Continue to identify other learning resources that can be incorporated into lecture/lab that will increase the student's understanding of this topic.

Re-evaluation Date:
5/29/2017

Changes made to process/modifications:
Additional examples were given to students as well as instructor led problem solving and calculation applications.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Apply calculations and procedures to determine expected flow rates in lab.
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Apply proper methods to determine expected flow rate based on measured pressure drop in instrumentation lab.
How: Student application of procedures and calculations along with measured parameters.
Who: Senior year EIT students.
When: Second year EIT.
Where: Instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: The student will demonstrate proficiency in applying mathematics and engineering flow formulas to accurately calculate flow rate through a process system after successfully measuring applicable differential pressure.

Student Success Improvement Goal:
80% of student participants will achieve a score of 90% or greater on this lab practical assignment.

Student Group to be Assessed:
Second year EET students taking EIT 211.

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of students completing flow calculation lab scored 90% or greater on lab practical assessment. Results based on 33 students in two sections of EIT 211 for fall semester. The average lab practical assessment score found to be 93.3%.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This year's assessment results show an increase in assessment score from last year's 74%. This year's result increased by 11%. Assessment results indicates the student has the ability to apply calculations and procedures to determine flow rates during lab practical assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Consider using various flow elements in future labs, such as orifice plates with various diameters.

Re-evaluation Date:
1/16/2017

Changes made to process/modifications:
The new DAC multi-process simulators were used for this flow assessment exclusively. The previous flow simulator was not used this semester for this assessment.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

APPLY PHYSICS AND MATH TO CIRCUITS
Number:
BB

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Application of physics or chemistry to electrical/electronic circuits in a rigorous mathematical environment at or above the level of algebra and trigonometry.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

**Cumulative Assessment Results (Numeric):**
89.33

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

**Online Instructional Delivery :**

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**

Analyze the disaggregated data results above::

**CONDUCT STANDARD TESTS AND MEASUREMENTS**

**Number:**
C

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Conduct standard tests and measurements, and conduct, analyze, and interpret experiments.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Cumulative Assessment Results (Numeric):
95.5

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Calibrate/Configure Process Control Instrumentation
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Lab practical assignments in EIT 211.
How: Students will demonstrate through lab practicals the ability to calibrate/configure process control instrumentation to measure and control pressure, flow, level, d/p, and temperature applications.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Complete applicable EIT lab practicals: calibrate and configure process control instrumentation devices.

**Student Success Improvement Goal:**
80% of students will achieve end of semester average lab practical score of 80%.

**Student Group to be Assessed:**
Students Included: Senior EIT students.

**Actual Results of Assessment (Percentage):**
97.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
97% of students scored greater than 80% average on all lab practical assessments completed during EIT 211 for fall semester.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
97% of students scored greater than 80% average on all lab practical assessments completed during EIT 211 for fall semester. The results were for two sections of EIT 211 with 32 student participants. The results indicate an increase of 7% compared to last year's assessment results of 89.9%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Update lab practicals to include more detailed objectives.

**Re-evaluation Date:**
2/6/2017

**Changes made to process/modifications:**
This year continued with smaller lab sections by offering two sections for EIT 211. New process control equipment was introduced, such as the DAC process simulators. Additional transmitters and process calibration equipment was added to the lab.
Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Acquire and Interpret Test Data
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Acquire and interpret test data to configure, test, and optimize closed loop process control systems for automatic control.
How: Student will show proficiency in using data acquisition and testing methods through successful completion of lab practical assessments.
Who: EIT 220 students.
When: Second year EIT.
Where: Instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of EIT 220 students will score an average lab assessment score of 80% or greater.
**Student Success Improvement Goal:**
80% of EIT 220 students will score an average lab assessment score of 80% or greater.

**Student Group to be Assessed:**
Students Included: Senior year co-op participants.

**Actual Results of Assessment (Percentage):**
97.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

97% of EIT 220 Control Principles students completed loop optimization lab assessments with a score greater than 80%. There were 16 student participants in this assessment. Target was 80% students will score 80% or greater on loop optimization lab practical assessments by acquiring and using test data results to determine proper loop optimization.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Continue to incorporate LabVIEW data acquisition for data analysis and acquisition of data in conjunction with the DAC process control simulators.

**Re-evaluation Date:**
6/26/2017

**Changes made to process/modifications:**
Labs continued to be based on the application of the DAC simulators, including using the available equipment in the SCE&G process control lab.
Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Successfully Calibrate Instrumentation in Industrial Setting
Embedded Outcome Number:
C-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Utilize skills gained during previous semesters to successfully calibrate instrumentation in industrial environment during EIT 240.
How: Following workplace procedures and guidelines perform calibrations as prescribed.
Who: Senior co-op participants.
When: Second year EIT.
Where: Co-op partner workplace.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate on the job the ability to calibrate instrumentation using employer procedures.

Student Success Improvement Goal:
90% co-op participants will score above average for aptitude/work application rating on end of semester employer evaluation.
Student Group to be Assessed:  
Students Included: Senior year co-op participants.

Actual Results of Assessment (Percentage):  
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
88% of co-op participants scored greater than average, or meets/exceeds on work aptitude and application while working in industrial setting. Target was for 90% co-op participants will score above average for aptitude/work application rating on end of semester employer evaluation.

Results of Assessment Date:  
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:  
Results continue to be acceptable in this area indicating the student has the ability to perform associated instrumentation tasks in an industrial setting while working with an industry partner.

This year's results were nearly the same as last year's results for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:  
6/26/2017

Changes made to process/modifications:  
The end of semester employer evaluation will continue to be updated and standardized. Recommend reviewing the updated evaluation with co-op partners to revise again to include targeted technical skills that co-op partners find important, this is especially important as new co-op partners join the program.
Person responsible for modifications: Richard Murphy

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Perform Configuration and Testing on Various Analytical Instrumentation
Embedded Outcome Number: C-4

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Lab practicals in EIT 211/212, classroom discussions, student research.
How: Students will perform configuration and testing on various analytical instrumentation including pH, conductivity, oxygen, and humidity. Students will research various uses of analytical instrumentation in industry. Students will be tested on material discussed.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT lab and co-op partner facilities.

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement: Successfully demonstrate the configuration/calibration of analytical instrumentation in a lab setting.

Student Success Improvement Goal:
80% of students will score above 80% on pH lab practical, conductivity lab practical, and humidity measurement lab practical.

**Student Group to be Assessed:**
Students Included: Senior year EIT students.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

100% of students scored greater than 80% on written assessment on knowledge of analytical instrumentation, including pH and conductivity measurement. The average assessment score found to be 98% based on 15 student participants.

Assessment conducted in EIT 212 during spring 2016 semester.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

100% of students scored greater than 80% on written assessment on knowledge of analytical instrumentation, including pH and conductivity measurement. The average assessment score found to be 98% based on 15 student participants.

Assessment conducted in EIT 212 during spring 2016 semester.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
This year's assessment was based on a written examination of topic. Suggest changing assessment back to hands-on assessment.
Re-evaluation Date: 6/26/2017

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

WORK AS A TECHNICAL TEAM MEMBER

Number: D

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Function effectively as a member of a technical team.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
96.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Apply Team Work Skills to Practical Situations
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What: Apply team work skills to practical situations while completing senior project in EIT 242.
How: Senior EIT students are required to work in team settings to successfully plan, construct,
and demonstrate a group senior project. Group delegates responsibilities and combines efforts to
produce one final result.
Who: EIT seniors.
When: Second year EIT.
Where: EIT instrumentation lab, and EIT PLC lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Work in a team environment to successfully complete team based
project.

Student Success Improvement Goal:
90% of students will score above 90% on senior project.

Student Group to be Assessed:
Students Included: Senior year EIT students.
Actual Results of Assessment (Percentage):
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of students completing final senior project scored 90% or greater in scored area of final project demonstration. There were 16 student participants. The average student score found to be 94% in this area.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment completed in EIT 242 Senior Project in EIT during spring 2016.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
A new grading rubric and grading criteria for senior project was developed and implemented during spring 2016 semester.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Team Work Environment

Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Successfully work in team environment.
How: Produce quality results while working in a team setting.
Who: Senior co-op participants.
When: Second year EIT 240.
Where: Co-op partner work locations.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate the ability to work as a part of a team to successfully complete assigned tasks.

Student Success Improvement Goal:
90% of co-op participants will score above average rating on relations/interaction with others on end of co-op employee evaluation.

Student Group to be Assessed:
Students Included: Senior year co-op participants.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of co-op student participants scored “works well with others” or “exceptionally well accepted” in the category of “relations with others” on end of semester employer evaluation. The target was 90% of co-op students receive this rating.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results from spring 2016 co-op participant's end of semester employer evaluations. Course EIT 240.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Co-op students continue to perform well in this area indicating an ability to work effectively on a work team in an industrial setting.

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
Continue to update and revise employer evaluations as new co-op partners are added to program.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Complete Process Measurement and Control Team Project
Embedded Outcome Number:
D-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will successfully work as a team to complete a process measurement and control system lab practical assignment.
How: Demonstrate successful teamwork by assembling and configuring a process measurement and control application.
Who: EIT 110 students.
When: Second year EIT.
Where: Instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will demonstrate the ability to work as a team in order to
design, construct, configure, and test a level measurement system in the instrumentation lab.

Student Success Improvement Goal:
85% of students will achieve a score of 90% or greater on this team project.

Student Group to be Assessed:
EET students taking EIT 110 summer semester 2011.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students completing final group project in EIT 110 scored greater than 90% on
assessment. Assessment included working as a team to build and test a working closed loop level
control process.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students completing final group project in EIT 110 scored greater than 90% on
assessment. Assessment included working as a team to build and test a working closed loop level
control process.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
7/24/2017

Changes made to process/modifications:

Incorporated use of multiple process control simulators for team project for effective level control instead of using pressure control. This led to much better control of process and better understanding of level control.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

IDENTIFY AND SOLVE ENGINEERING TECHNOLOGY PROBLEMS

Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Identify, analyze, and solve narrowly defined engineering technology problems.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates
Cumulative Assessment Results (Numeric):
92.25

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Modify or Repair Process Control Instrumentation
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Complete process control instrumentation repairs as needed during co-op experience.
How: Under direction, perform needed tasks to modify or repair instrumentation during co-op EIT 240.
Who: Senior year EIT students.
When: Second year EIT.
Where: Co-op partner facilities.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Co-op participants will successfully repair instrumentation as required using standard employer issued procedures.
Student Success Improvement Goal:
90% of co-op participant will score above average rating for categories related to aptitude and work applications by co-op employer.

Student Group to be Assessed:
Students Included: Senior EIT co-op participants.

Actual Results of Assessment (Percentage):
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of co-op participants scored greater than average, or meets/exceeds on work aptitude and application while working in industrial setting which includes making repairs under the supervision of experienced technician. Target was for 90% co-op participants will score above average for aptitude/work application rating on end of semester employer evaluation.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Results continue to be acceptable in this area indicating the student has the ability to perform associated instrumentation tasks in an industrial setting while working with an industry partner.

This year's results were nearly the same as last year's results for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
The end of semester employer evaluation will continue to be updated and standardized. Recommend reviewing the updated evaluation with co-op partners to revise again to include targeted technical skills that co-op partners find important, this is especially important as new co-op partners join the program.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**RELATED ITEM LEVEL 1**

**Configuration and Testing on VFDs**

**Embedded Outcome Number:**
E-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
What: Lab practicals in EIT 212.
How: Students will discuss major components of variable speed drives. Students will perform configuration and testing on VFDs in lab setting.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT lab.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Successfully complete hands-on assessment on subject matter.
Student Success Improvement Goal:

80% of students will score 80% or greater on hands-on assessments related to configuration, demonstration, and testing of three phase VFD applications.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
93.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of student participants scored greater than 80% average on lab practical assessments requiring variable speed drive configuration and testing for three phase motor applications. There were 15 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This year's results indicated an increase of 3% over last year's results of 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results in this technical area have increased over the past two assessment years.

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
Additional performance examples and applications were presented during classroom discussion prior to completing VFD configuration and testing.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Identify and Make Needed Repairs
Embedded Outcome Number:
E-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify and make needed repairs to electronic instrumentation while performing senior project.
How: Senior project EIT 242 will require system design and integration. Needed repairs will need to be made by student participants.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: All students will successfully complete senior project by selecting, installing, and if needed, repairing applicable instruments.

Student Success Improvement Goal:
90% students will successfully complete senior project by selecting, installing, and if needed, repairing applicable instruments.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

88% of students completing final senior project scored 90% or greater in scored area of final project demonstration. Completed project demonstration required the student group to install, troubleshoot, and make necessary modifications and repairs.

There were 16 student participants. The average student score found to be 94% in this area.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
Senior project requirements and grading rubric were updated.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 
Utilize HART communicator for DVC analysis

Embedded Outcome Number:
E-4

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Lab practical assignments in EIT 212.
How: Students will demonstrate the use of HART communicators to properly configure and test control valve DVC positioners. Students will demonstrate the use of diagnostics for testing control valve using diagnostics feature of communicator.
Who: Senior year EIT students.
When: Second year EIT.
Where: Instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will successfully demonstrate the ability to use advanced configuration equipment and tools for proper setup and testing of Digital Valve Controllers (DVCs).

Student Success Improvement Goal:
80% of students will achieve 90% score or greater on lab practicals that demonstrate the students ability to use advanced calibration tools and features.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of students achieved 90% score or greater on lab practicals that demonstrated the students' ability to use advanced calibration tools and features by using the HART communicator to perform necessary configuration and testing on DVCs. There were 15 students assessed.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply written, oral, and graphical communication in both technical and non-technical environments; identify and use appropriate technical literature.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related
Certificates

Cumulative Assessment Results (Numeric):
89.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Written and Oral Presentations
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What: Prepare and deliver written and oral presentations.
How: Complete, document, and present results of team driven senior project in EIT 242.
Who: EIT seniors.
When: Second year EIT.
Where: EIT instrumentation lab and EIT classroom.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Effectively share communications with other team members in a team environment to successfully complete team based lab practicals.

**Student Success Improvement Goal:**
80% of students will complete senior project with a score of greater than 85% on the presentation of project results rating. Team senior project will require the student to communicate effectively. Senior project will be fully documented and presented at completion.

**Student Group to be Assessed:**
Students Included: Senior year EIT students.

**Actual Results of Assessment (Percentage):**
70.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
70% of students scored greater than 85% on presentation portion of senior project. There were 16 students assessed in this area. The student average for presentation was found to be 89%.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results for this assessment fell short of the target results. This semester included a new grading rubric for the classroom presentation of the project.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**
6/26/2017

**Changes made to process/modifications:**
A new grading rubric and presentation requirements were implemented during spring 2016 semester. Attached is the new guidelines and requirements for the project.
Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Successfully Transfer Information Through Effective Written Documentation Practices
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate the ability to successfully transfer information through effective written documentation practices.

How: Summarize work activities and results to team members and supervision while working with co-op partner.

Who: EIT senior co-op participants.

When: Second year EIT 240.

Where: Co-op partner work locations.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Co-op participant will summarize work activities and results to team members and supervision while working with co-op partner.
Student Success Improvement Goal:
90% of co-op participants will score "above average" rating or greater in "Effective Communication" category on end of semester co-op employer evaluation.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% student participants assessed through end of semester employer evaluations received developing or exemplary in Core Competency #1: Effectively creates and comprehends written communication.

75% of students scored "exemplary" in this category.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Continue to revise and update employer evaluation of student as additional co-op partners participate in the co-op program.

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
Overall evaluation was refined this semester and condensed to focus on key areas of student assessment related to the workplace.
Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Quantify and Categorize
Embedded Outcome Number:
F-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Support completed lab practicals with written documentation.
How: Quantify and categorize lab results through written documentation and oral presentation.
Who: EIT seniors.
When: Second year EIT.
Where: EIT instrumentation lab and PLC lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will successfully complete formal lab reports as required to support lab practicals.

Student Success Improvement Goal:
80% of students will score greater than 80% semester average on submitted lab practical summaries in EIT 211.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
97.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

97% of students scored greater than 80% average on all lab practical assessments completed during EIT 211 for fall semester.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

97% of students scored greater than 80% average on all lab practical assessments completed during EIT 211 for fall semester. The results were for two sections of EIT 211 with 32 student participants. The results indicate an increase of 7% compared to last year's assessment results of 89.9%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Update lab practicals to include more detailed objectives. Evaluate lab data collection forms and update as needed.

Re-evaluation Date:
1/16/2017

Changes made to process/modifications:

This year continued with smaller lab sections by offering two sections for EIT 211. New process control equipment was introduced, such as the DAC process simulators. Additional transmitters and process calibration equipment was added to the lab.
Person responsible for modifications: Richard Murphy

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE AN UNDERSTANDING OF LIFE LONG LEARNING

Number: G

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
87.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Becoming a Life Long Learner
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student message board discussion in EIT 110.
How: Students will discuss the importance of life long learning and exchange ideas on why this is important and how to become a life long learner.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT 110 written research assignment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will complete written research assignment on the importance of becoming a lifelong learner. Discussion will address why it is important, how it is accomplished, identify opportunities for life long learning.

Student Success Improvement Goal:
90% of students will score greater than 90% on this assignment.

Student Group to be Assessed:
Second year EET students taking EIT 110.

Actual Results of Assessment (Percentage):
87.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

88% of students scored greater than 90% on the written assessment on the importance of becoming a life-long learner. The assignment required the student to identify the negative and positive outcomes associated with lifelong learning or neglecting to become a lifelong learner, including identifying opportunities for lifelong learning. There were 39 student participants in this assessment. This assessment was completed in EIT 110 Principles of Instrumentation.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Last year's assessment results indicate that 52% of students scored greater than 80% on this assessment, with an average score of 88%. This year's benchmark was moved up to 90%, with 87% of students achieving this result.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
7/10/2017

Changes made to process/modifications:
This year, the written assignment was completed as a D2L assignment. The format was changed to allow the document to contain "text fields" that are populated by the student's research and then submitted through D2L for grading.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

**RELATED ITEM LEVEL 1**

**Research the role of Industry and Standards Organizations.**

**Embedded Outcome Number:**

G-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:

What: Research and discuss the importance of Industry and Standards Organizations and how these organizations will be used in the workplace. How: Student discussion and research. Submit written summary of findings. Who: Senior year EIT students. When: Second year EIT. Where: EIT 110.

**Type of Assessment:**

Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

80.0

**Minimum Expected Outcome for Level of Achievement (Text):**

Expected Achievement: The student will demonstrate an understanding of the role of Professional Organizations in the workplace and how these organizations contribute to continued professional development.

**Student Success Improvement Goal:**

80% of students will achieve a score of greater than 90% on this research and summary assignment.

**Student Group to be Assessed:**

Second year EET students taking EIT 110.

**Actual Results of Assessment (Percentage):**

87.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
87% of students completed written research assessment on the role of industry and standards organizations with a score of greater than 90%. There were 39 students in three section of EIT 110 for the summer semester 2016. The average score on this assessment was found to be 88%.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Written assessment completed during summer 2016 semester in EIT 110 Principles of Instrumentation. Assessment results indicate an understanding of the role of Professional Organizations in the workplace and how these organizations contribute to continued professional development.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
7/24/2017

Changes made to process/modifications:
Assessment will continued to be completed during the summer semester when EET students are transitioning into their second year of the EET program. Earlier this assessment was given at a later point in the program.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT AN UNDERSTANDING OF PROFESSIONAL AND ETHICAL RESPONSIBILITES
Number:
H

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------

Work as a Professional
Embedded Outcome Number: H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate the ability to work as a professional in an industrial workplace.
How: Follow employer procedures and guidelines.
Who: EIT senior co-op participants.
When: Second year in EIT 240.
Where: Co-op partner workplaces.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Demonstrate the ability to work as a professional team member in an industrial environment by following employers guidelines.

**Student Success Improvement Goal:**
90% of co-op participants will score above average rating on relations/interaction with others on end of semester employee evaluation.

**Student Group to be Assessed:**
Students Included: Senior year co-op participants.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% scored exemplary in the core category of understanding contemporary social values including: sensitivity to diversity, respect for the workplace environment, and an ability to manage self. No student scored an unsatisfactory rating in this category.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Results were from updated employer evaluation of student performance that was implemented during spring 2016 semester. The category allows the employer to rate the student in three areas related to working as a professional. The results indicates the student performs well in this area.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Continue to update and revise the employer evaluation as needed. This is important as new co-op partners are added to the program.

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
Updated employer student performance evaluation.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATI0ED ITEM LEVEL 1
Follow Work Procedures in Industrial Environment
Embedded Outcome Number:
H-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Follow work procedures in industrial environment.

How: During co-op experience, students will follow employer’s procedures and practices in the workplace.

Who: EIT senior co-op participants.

When: Second year in EIT 240.

Where: Co-op partner workplaces.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate the ability to safely work in an industrial environment by following standard safety practices.

Student Success Improvement Goal:
100% of co-op participants will successfully complete mandatory employer safety training.

Student Group to be Assessed:
Students Included: Senior year co-op participants.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of co-op students satisfactorily completed workplace safety training with participating co-op partner.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Recognize the importance of diversity by creating a unique diversity statement.
Embedded Outcome Number:
H-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The student will identify major corporation's diversity statements and recognize the importance of these statements. The student will use this information to create a unique diversity statement that could be implemented in an organization.

How: Following class discussion, student will research and summarize findings.

Who: First year EET students.

When: First year EET.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
The student will successfully identify corporate and individual social and environmental responsibilities and identify policies from various companies and organizations.
Student Success Improvement Goal:
85% of students will successfully complete this assignment with a score of greater than 85%.

Student Group to be Assessed:
EGR 108 students.

Actual Results of Assessment (Percentage):
70.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70% of students scored an 85% or greater on assessment to create a unique diversity statement for a company or an organization. There were 30 student participants. Results from fall semester 2015 for EGR 108 Engineering Ethics. This is a decrease of 30% from last year's assessment results.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
70% of students scored an 85% or greater on assessment to create a unique diversity statement for a company or an organization. There were 30 student participants. Results from fall semester 2015 for EGR 108 Engineering Ethics.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Evaluate assessment structure. Look for other methods to present and assess this topic.

Re-evaluation Date:
1/9/2017

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Create a Code of Ethics for a company or organization.
Embedded Outcome Number:
H-4

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Following in class discussion, the student will complete an assignment to develop a code of ethics that can be applied to a company or an organization.

How: Student assignment.

Who: First year EET students.

When: EGR 108.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
The student will successfully complete assignment identifying the importance of an individual's commitment to essential core values and teamwork.
Student Success Improvement Goal:
85% of students will score greater than 85% on this assignment.

Student Group to be Assessed:

First year EET students taking EGR 108.

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of EGR 108 students completed the code of ethics assignment with a score of 85% or greater. There were 30 students in the assessment. The assignment was completed fall semester 2015.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
90% of EGR 108 students completed the code of ethics assignment with a score of 85% or greater. There were 30 students in the assessment. The assignment was completed fall semester 2015. The results were slightly below last year's result of 94%. This represented a decrease of 4% in this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Following in class discussion, the student successfully completed an assignment to develop a code of ethics that can be applied to a company or an organization.

Re-evaluation Date:
2/20/2017

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Professional Work Procedures and Best Practices
Embedded Outcome Number:
H-5

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Examine industry safe work procedures and best practices in EIT 215.
How: Through classroom discussions, research, and demonstrations students recognize how to safely work on systems utilizing lock, tag, and try procedures.
Who: EIT Seniors.
When: Second year EIT.
Where: EIT classroom and instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will demonstrate knowledge of standard safety work practices through written tests.

Student Success Improvement Goal:
80% of students will score greater than 80% on final exam that tests the student's understanding of standard safety practices and procedures.

Student Group to be Assessed:
Students Included: Senior year EIT students.
Actual Results of Assessment (Percentage):
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
With 32 student participants, 88% scored greater than 80% on EIT 215's final exam. 53% of students scored greater than 90% on final exam.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Progress has been made in this area. Last year's results indicated that 43% of students scored greater than 90%, this represents an increase of 10% over last year's assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since all applications covered through this course cannot be replicated in the classroom or lab environment, it will be necessary to find other resources to demonstrate some of the applications. These resources could include online videos or interactive instructor created assessment.

Re-evaluation Date:
5/29/2017

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT COMMITMENT TO QUALITY AND CONTINUOUS IMPROVEMENT

Number:
I

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Exhibit a commitment to quality, timeliness, and continuous improvement.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
85.3

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------

RELATED ITEM LEVEL 1

Exhibit commitment to timeliness in a professional work environment.

Embedded Outcome Number:
I-1
**Assessment Task Description** - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

**What:** Show commitment to timeliness, punctuality, and attendance.

**How:** Consistently show commitment to timeliness and punctuality during co-op experience by maintaining exemplary attendance record.

**Who:** Co-op participants.

**When:** Final spring semester in EIT 240.

**Where:** Co-op workplace.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.0

**Minimum Expected Outcome for Level of Achievement (Text):**
The student will exhibit commitment to punctuality and attendance during co-op work experience and earn higher than "average" on end of semester employer evaluation.

**Student Success Improvement Goal:**
90% of co-op participants will rate "above average" or higher on end of co-op experience employer evaluation in the area of attendance and punctuality.

**Student Group to be Assessed:**
EET co-op participants.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of co-op students scored above average in dependability or completely dependable rating on end of semester employer evaluation while completing EIT 242 Supervised
Work Experience. Target was 90% of co-op participants will rate "above average" or higher on end of co-op experience employer evaluation in the area of attendance and punctuality.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Assessment results indicated students participating in a cooperative work experience possesses the ability to effectively work in a professional work environment as rated by end of semester employer evaluation. Continued emphasis on the importance of this issue will be stressed to students participating in a co-op experience prior to the co-op semester begins.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Continue to update, revise, and modify end of semester employer evaluation of co-op students. This is especially important as new co-op partners are added to the program.

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
Exhibit commitment to quality in the workplace
Embedded Outcome Number: I-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:  Show commitment to quality work performance.

How:  Consistently show commitment to quality work performance while working in a professional environment.

Who:  Co-op participants.

When:  Final spring semester in EIT 240.

Where:  Co-op workplace.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
The student will show a commitment to quality and produce quality results during co-op work experience.

Student Success Improvement Goal:
90% of co-op students will rate "above average" or higher on end of semester employer evaluation in the area of performance quality.

Student Group to be Assessed:
Final spring semester EET students participating in co-op work experience.

Actual Results of Assessment (Percentage):
75.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

75% of students scored above average in the area of quality of work. Target was 90% of co-op students will rate "above average" or higher on end of semester employer evaluation in the area of performance quality.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results in this area increased by 5% over last year's results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This assessment category needs to be more clearly defined and the rating choices need to be updated before spring 2017 semester. This will allow for clearer results of student performance in the area of quality.

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
The assessment evaluation question for this area has remained unchanged. This assessment question will be revised for spring 2017 survey.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Demonstrate commitment to quality and continuous improvement during execution of senior project.

Embedded Outcome Number: I-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: The student will demonstrate a commitment to quality and process improvements while completing senior project in EIT 242.

How: Senior EIT students are required to work in team settings to successfully plan, construct, and demonstrate a group senior project. Project allows the student to demonstrate quality work practices and process improvements.

Who: EIT seniors.

When: Second year EIT.

Where: EIT instrumentation lab, and EIT PLC lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Work in a team environment to successfully to produce quality results by successfully completing final team project.

Student Success Improvement Goal:
80% of students will score above 85% on senior project.

Student Group to be Assessed:
Senior EET students completed final project course, EIT 242 Senior Project in EIT, during final spring semester.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81.25% of students completing final senior project course EIT 242 scored greater than 85% on final project score. There were 16 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
6/26/2017

Changes made to process/modifications:
New rubrics and project requirements were developed for this course and implemented during spring semester 2016. Attached revised project requirements and guidelines.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates
APPLY TECHNICAL SKILLS
Number:
A

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

APPLY PRACTICAL KNOWLEDGE TO TECHNICAL PROBLEM SOLVING
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.

Progress:
Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

CONDUCT STANDARD TESTS AND MEASUREMENTS

Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Conduct standard tests and measurements, and conduct, analyze, and interpret experiments.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

WORK AS A TECHNICAL TEAM MEMBER
Number: D
FY Start: 7/1/2015
FY End: 6/30/2016
Description - What will the student know or be able to do upon completion of the program?: Function effectively as a member of a technical team.
Progress:
Responsible Roles:
Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates
Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Online Instructional Delivery:
Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:
IDENTIFY AND SOLVE ENGINEERING TECHNOLOGY PROBLEMS
Number: E
Description - What will the student know or be able to do upon completion of the program?:
Identify, analyze, and solve narrowly defined engineering technology problems.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

COMMUNICATE EFFECTIVELY
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply written, oral, and graphical communication in both technical and non-technical environments; identify and use appropriate technical literature.

Progress:
Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

DEMONSTRATE AN UNDERSTANDING OF LIFE LONG LEARNING
Number: G

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

EXHIBIT AN UNDERSTANDING OF PROFESSIONAL AND ETHICAL RESPONSIBILITIES

Number: H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
EXHIBIT COMMITMENT TO QUALITY AND CONTINUOUS IMPROVEMENT

Number: I

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Exhibit a commitment to quality, timeliness, and continuous improvement.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Associate Degree, Engineering Design Technology and Related Certificates

GENERATE DRAWINGS TO APPROPRIATE STANDARDS

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Generate drawings to appropriate standards.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Complete body of drawings in accordance with ASME/ANSI standards
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will provide a complete body of drawings in accordance with ASME/ANSI standards, while focusing on topics such as view selection and placement, including drawing layout.

What: Lab in EGT 110, EGT 151
How: The Freshmen student will learn about Multi view, isometric, Auxiliary and Section type Drawings.
Who: The Freshmen EGT Student
When: First Year, First Class EGT.
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110 and EGT 151)
The Student should Complete AutoCAD LEVEL 1

Student Success Improvement Goal:

Student Group to be Assessed:

EGT 110 and EGT 151

Students Included: The freshmen EGT Student

Actual Results of Assessment (Percentage):
94.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Total EGT 110 Students = 16
EGT 110 Students with passing grade = 15
94% passing rate

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

I will provide additional related material on the subject of drawing layout and presentation, including Multi view, isometric, Auxiliary and Section type Drawings. The student will have multiple sources of information to achieve the goal of completing assignments.

Re-evaluation Date:
9/5/2016

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Complete body of drawings in accordance with ASME/ANSI standards
Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will provide a complete body of drawings in accordance with ASME/ANSI standards, while focusing on topics such as view selection and placement, including drawing layout

What: Lab in EGT 110 and EGT 151, EGT 152
How: The Freshmen student will learn about Multi view, isometric, Auxiliary and Section type Drawings.
Who: The Freshmen EGT Student
When: First Year, First Class EGT.
Where: N1602 Lab.
Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 152)
The Student should Complete Inventor LEVEL 1

Student Success Improvement Goal:

Student Group to be Assessed:
EGT 152

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
(80) Total EGT 152 Students
(68) Total Passing
85% Passing Rate.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
85% of student work met ASME/ANSI standards.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
I will provide additional related material on the subject of drawing layout and presentation, including Multi view, isometric, Auxiliary and Section type Drawings. The student will have multiple sources of information to achieve the goal of completing assignments.

Re-evaluation Date:
9/5/2016
Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM MATHEMATICAL CALCULATIONS TO PRODUCE DRAWINGS

Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform mathematical calculations to produce drawings.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Use the Descriptive geometry
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will use the Descriptive geometry learned to produce drawings by utilizing the true length of lines, true size and shape of planes, angle between planes and lines and true distance between a point and a plane.

What: Lab in EGT 110 and EGT 151, EGT 152
How: The Student will learn about Geometric Construction and how it is the basis of all geometric shapes and drafting application.
Who: The Freshmen EGT Student.
When: First Year, First Class EGT.
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151 and EGT 152)
The Student should understand and comprehend the geometry and related math needed to Complete
AutoCAD LEVEL 1 and Inventor LEVEL 1
Expected score: 80% Min.
Student Success Improvement Goal:

Student Group to be Assessed:
EGT 110, EGT 151 and EGT 152

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
(80) Total EGT 152 Students
(68) Total EGT 152 Passing

85% Passing Rate

(16) Total EGT 152 Students
(15) Total EGT 152 Passing

94% Passing Rate

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The student will be provided with additional online resources and video instruction to understand and have a grasp of descriptive geometry, true length of lines, true size and shape of planes, angle between planes and lines and true distance between a point and a plane.

Re-evaluation Date:
9/5/2016

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE BASIC COMPUTER COMPONENTS AND APPLICATIONS
Number: C

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate basic computer components and applications.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
Successfully demonstrate the use of the menu file management, reusing drawing content, creating and using drawing templates, CAD Symbols and symbol libraries, layers and layer management.

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: By successfully demonstrating the use of the menus, file management, reusing drawing content, creating and using drawing templates, CAD Symbols and symbol libraries, layers and layer management.

What: Lab in EGT 110, EGT 151, EGT 152
How: The Student will learn how to navigate through the different types of software used in the cad lab.
Who: The Freshmen EGT Student.
When: First Year
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151 and EGT 152)
The Student should understand, comprehend and be able to demonstrate basic computer skills needed to Complete
AutoCAD LEVEL 1 and Inventor LEVEL 1

Expected score: 90% Min.
Student Group to be Assessed:

EGT 110, EGT 151 and EGT 152

Students Included: The freshmen EGT Student.

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
(80) Total EGT 152 Students
(68) Total EGT 152 Passing

85% Passing Rate

(16) Total EGT 152 Students
(15) Total EGT 152 Passing

94% Passing Rate

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The student will have more opportunities to complete drawings and work with the subject matter with additional practice work. I believe this will increase productivity and give the student more confidence to perform the task of demonstrating the use of the menus, file management, reusing drawing content, creating and using drawing templates, CAD Symbols and symbol libraries, layers and layer management.

Re-evaluation Date:
9/5/2016

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DESIGN DRAWINGS TO MANUFACTURING SPECIFICATIONS
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Design to manufacturing specifications.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------------------------
Produce drawings and follow design changes through 2D and parametric modeling

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will produce drawings and follow design changes through 2D and parametric modeling

What: Lab in EGT 151, Lab and Lab in EGT 152
How: The Student will learn about product development and design change.
Who: The Freshmen EGT Student.
When: First Year
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151 and EGT 152)
The Student will produce drawings and follow design changes through 2D and parametric modeling. They will learn how to make proper revisions and record these changes.

Complete AutoCAD LEVEL 1 and Inventor LEVEL 1

Student Success Improvement Goal:

Student Group to be Assessed:

EGT 110, EGT 151 and EGT 152
Students Included: The freshmen EGT Student.

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
(80) Total EGT 152 Students
(68) Total EGT 152 Passing

85% Passing Rate

(16) Total EGT 152 Students
(15) Total EGT 152 Passing

94% Passing Rate

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Freshman EGT students were able to complete design changes and produce drawings.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
To ensure that students have additional assistance other than the textbook, the program coordinator will update the instructional videos used in EGT 151 and 152.

Re-evaluation Date:
9/5/2016

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

MAINTAIN RECORDS AND DOCUMENTATION

Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Maintain records and documentation.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):
(80) Total EGT 152 Students
(68) Total EGT 152 Passing
85% Passing Rate

(16) Total EGT 152 Students
(15) Total EGT 152 Passing
94% Passing Rate

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Project Work
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: Student project work will be checked from time to time and they must demonstrate that all necessary files are in order and correct with proper revisions.

What: All EGT Labs

How: The Student will organize all files and Drawings related to the ongoing projects.
Who: The EGT Student
When: Throughout the student’s career at OCTECH.
Where: N1602 Lab and students will also keep a digital copy of all work.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: (EGT 110, EGT 151 and EGT 152)
The Student shall produce all related drawings and documents throughout the semester including digital files as required in the form of a portfolio.

Complete AutoCAD LEVEL 1 and Inventor LEVEL 1
Expected score: 80% MIN

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

EGT 110, EGT 151 and EGT 152

Students Included: The freshmen EGT Students

**Actual Results of Assessment (Percentage):**

90.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

(80) Total EGT 152 Students
(68) Total EGT 152 Passing

85% Passing Rate

(16) Total EGT 152 Students
(15) Total EGT 152 Passing

94% Passing Rate

**Results of Assessment Date:**

Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Students correctly organized their files in order to submit work for each chapter.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

At the beginning of the semester, students are given instructions on folder organization so the instructors can monitor their progress. Student work is continuously monitored to ensure there are no problems.
Re-evaluation Date:
9/5/2016

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PROFESSIONAL BEHAVIOR
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional behavior.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):
(80) Total EGT 152 Students
(68) Total EGT 152 Passing
85% Passing Rate

(16) Total EGT 152 Students
(15) Total EGT 152 Passing

94% Passing Rate

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Instructor Observation and Employer Feedback
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: Observation by the instructor during the student’s time in class. Also, feedback from employers

What: All EGT Labs
How: The Student will follow classroom and school rules. Practice professional behavior by arriving on schedule, dressing appropriately and being civil to other students.
Who: The EGT Student
When: Throughout the students career at OCTECH.
Where: School, workplace, everywhere.

Type of Assessment:
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement:
(EGT 110, EGT 151 and EGT 152)

The Student should represent the Engineering Graphics Program and Orangeburg Calhoun Technical College in a professional manner.

Complete AutoCAD LEVEL 1 and Inventor LEVEL 1

Expected score: NA

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
EGT 110, EGT 151 and EGT 152

Students Included: The freshmen EGT Student.

**Actual Results of Assessment (Percentage):**
90.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students are prepared for interviews and are given notes on presenting a professional appearance. 90% of students demonstrated that they were prepared for a professional environment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Faculty will provide students with more opportunities for mock interviews.
Re-evaluation Date:
9/5/2016

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Radiation Protection*
PRACTICE SAFETY
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Practice safety.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

EXHIBIT PROFESSIONALISM
Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Exhibit professionalism.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

COMMUNICATE PROFESSIONALLY
Number: C

FY Start: 7/1/2015
FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Communicate professionally.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

DEMONSTRATE TEAM WORK
Number: D

FY Start:  
7/1/2015

FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Demonstrate teamwork.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

DEMONSTRATE KNOWLEDGE OF RADIATION SAFETY CONTROLS AND REGULATIONS

Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of radiation safety controls and regulations.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

**UNDERSTAND SCENARIOS THAT NECESSITATE THE USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE)**

Number: F

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Understand scenarios that necessitate the use of personal protective equipment (PPE).

**Progress:**

**Responsible Roles:**

**Program:**
Certificate, Radiation Protection*

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**

**Online Instructional Delivery :**

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**

Analyze the disaggregated data results above:

**DEMONSTRATE KNOWLEDGE OF FUNDAMENTAL CONTENT IN BASIC AREAS OF CHEMISTRY**

Number: G

**FY Start:**
7/1/2015
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of fundamental content in basic areas of chemistry.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Industrial Technology
Associate Degree, Automotive Technology and Related Certificates
DIAGNOSE AND REPAIR ENGINE PROBLEMS
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Diagnose & repair engine problems using industry standard equipment.

Progress:
Completed

Responsible Roles:
Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
68.75

Cumulative Assessment Results (Text):
Cumulative student task results 68.75%

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Lower achievement due to needed engine training stations. Order additional engines for 2016/2017.

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

**Evaluate Engine**

**Embedded Outcome Number:**
A-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
What: Students will be able to evaluate engine condition using industry diagnostic tools & equipment.
Who: Entry level students
When: AUT 102
Where: NATEF Engine I Tasks A1, A3, A7, C1, C4 using formative and summative tasks & course exams.

**Type of Assessment:**
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in AUT 102 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%.

Student Group to be Assessed:
Students enrolled in AUT 102

Actual Results of Assessment (Percentage):
68.75

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
NATEF task achievement 68.75%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Lower achievement due to lack of engine training stations. Additional engines to be requested for 2016/2017.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Need uniform engines.

Re-evaluation Date:
2/7/2017

Changes made to process/modifications:
Engines were obsolete.
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Identify Internal Parts of a Modern Automobile Engine
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student will be able to identify the internal parts of a modern automobile engine.
Who: Entry level students
When: AUT 102
Where: Component identification lab task and textbook worksheet.
NATEF Engine I Tasks A2, A3, B3, C4 Textbook formative worksheet and summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in AUT 102 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
.2%
Student Group to be Assessed:
Students enrolled in AUT 102

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Defendant on student study skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Key NATEF P1 Task for competency.

Re-evaluation Date:
1/17/2017

Changes made to process/modifications:
None

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

**DIAGNOSE AND REPAIR AUTOMATIC TRANSMISSIONS**
Number:
FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
84.0

Cumulative Assessment Results (Text):
NATEF task P1 at 84%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Automatic Transmission Condition
Embedded Outcome Number:
B-1
**Assessment Task Description** - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will be able to evaluate automatic transmission condition
How: Using line pressure & diagnostic tools & equipment.
Who: Senior level students
When: AUT 151

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**

Expected Achievement: 80% of students enrolled in AUT 151 will score 80% or higher on the assigned task.

**Student Success Improvement Goal:**
2%

**Student Group to be Assessed:**
Students enrolled in AUT 151

**Actual Results of Assessment (Percentage):**
84.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

84% of students completed task to NATEF standards.

**Results of Assessment Date:**
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Need multiple training stations for proficiency.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Key task for automatic transmission repair.

Re-evaluation Date:
9/12/2017

Changes made to process/ modifications:
Pressure test at transmission port.

Person responsible for modifications:
Instructor

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Inspect, Test, Adjust, Repair, or Replace Automatic Transmission Electrical/Electronic Components and Circuits
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect, test, adjust, repair, or replace automatic transmission electrical/electronic components and circuits including computers, solenoids, sensors, relays, terminals, connectors,
switches, and harnesses.
Who: Senior level students
When: AUT 151
Where: NATEF Automatic Transmission II Tasks B3 using scan tool, DVOM, lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ will achieve mastery level of all 3 NATEF tasks.

Student Success Improvement Goal:
2% Increase each year

Student Group to be Assessed:
AUT 151 Students

Actual Results of Assessment (Percentage):
87.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of student used DVOM and Scan tool to complete task correctly.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Scan tool review necessary.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Update scan tool software for testing on newer vehicles.

Re-evaluation Date:
9/25/2017

Changes made to process/modifications:
Ordered new scan tools SP2016.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

PERFORM MANUAL DRIVETRAIN DIAGNOSIS AND REPAIR
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
PERFORM MANUAL DRIVETRAIN DIAGNOSIS AND REPAIR

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**
70.0

**Cumulative Assessment Results (Text):**
70% student GPA

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Diagnose Clutch**

**Embedded Outcome Number:**

C-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
What: Diagnose clutch noise, binding, slippage, pulsation, and chatter; determine necessary action.
Who: Senior level students
When: AUT 115

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 80% of students’ achieve mastery level of NATEF B1 task.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 115 Students

Actual Results of Assessment (Percentage):
70.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 70% mastery.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: Need additional training stations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Need individual task completion not group task.

Re-evaluation Date:
3/15/2017

Changes made to process/modifications:
Order more clutch mock-ups for SP2017.

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Check and Adjust Clutch
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Check and adjust clutch master cylinder fluid level; check for leaks.
Who: Senior level students
When: AUT 115
Where: NATEF Manual Drivetrain III Task B5 visual inspection, lab job sheet & replenish with DOT 3 brake fluid

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 115
Actual Results of Assessment (Percentage):
70.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70% mastery

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Group Task limits competency.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Need additional clutch equipped vehicles.

Re-evaluation Date:
3/27/2017

Changes made to process/modifications:
Supplement vehicles for SP2017.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR SUSPENSION & STEERING SYSTEMS
Number: D

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR SUSPENSION & STEERING PROBLEMS AND TAKE APPROPRIATE ACTION

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
71.0

Cumulative Assessment Results (Text):
71% average student GPA

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Diagnose Power Steering Gear

Embedded Outcome Number:
D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose power steering gear (rack and pinion) binding, uneven turning effort, looseness, hard steering, and noise concerns; determine necessary action.
Who: Entry level students
When: AUT 124
Where: NATEF Suspension & Steering IV Task B1 using test drive, visual inspection, lab job sheet. Summative exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 124 Students

Actual Results of Assessment (Percentage):
70.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70% task mastery

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Key NATEF task for diagnosis.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Lack of competency due to students not completing tasks.

Re-evaluation Date:
10/20/2016

Changes made to process/modifications:
None

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Inspect, Replace, and Adjust Tie Rod Ends (sockets), Tie Rod Sleeves, and Clamps
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect, replace, and adjust tie rod ends (sockets), tie rod sleeves, and clamps.
Who: Entry level students
When: AUT 124
Where: NATEF Suspension & Steering IV Task B17 using industry tools, lab job sheet.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 124 students

Actual Results of Assessment (Percentage):
70.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70% Task mastery

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Pre-alignment competency.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students must master competency for advanced class.

Re-evaluation Date:
11/10/2016

Changes made to process/modifications:
Add additional vehicles for task.
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR BRAKE SYSTEMS
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

DIAGNOSE AND REPAIR BRAKE SYSTEMS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
72.0

Cumulative Assessment Results (Text):
72% of students mastered NATEF task.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Diagnose Disc Brake
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose poor disc brake stopping, noise, vibration, pulling, grabbing, dragging, or pulsation concerns; determine necessary action.
Who: Entry level students
When: AUT 111
Where: NATEF Brakes V Task D1 using micrometer, dial indicator, road test, visual inspection & lab job sheet. Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 111 Students
Actual Results of Assessment (Percentage):
72.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
72% Student mastery.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Multiple physics concepts related to student success.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Need to add Physics course to curriculum.

Re-evaluation Date:
11/10/2016

Changes made to process/modifications:
Recommend Physics elective for students.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No
**Refinish/Measure rotor**

Embedded Outcome Number:
E-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Refinish rotor off vehicle; measure final rotor thickness and compare with specifications.
Who: Senior level students
When: AUT 211
Where: NATEF Brakes V Task D9 using Shop Key information, micrometer, Ammco brake lathe & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of students’ achieve mastery level of NATEF task D9.

Student Success Improvement Goal:
2%

Student Group to be Assessed:
AUT 211 Students

Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% task mastery.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
Review of micrometers necessary.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Key task for ASE certification.

Re-evaluation Date:
2/14/2017

Changes made to process/modifications:
None

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR ELECTRICAL/ELECTRONIC SYSTEMS
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR ELECTRICAL/ELECTRONIC SYSTEMS

Progress:
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Automotive Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**
87.0

**Cumulative Assessment Results (Text):**

87% exceeds goal of 82%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)---------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Electrical/Electronic Circuits.**

**Embedded Outcome Number:**

F-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Demonstrate knowledge of the causes and effects from shorts, grounds, opens, and resistance problems in electrical/electronic circuits.
Who: Entry level students
When: AUT 131
Where: NATEF Electrical/Electronic VI Task A4 using Shop Key information, textbook, DVOM & lab job sheet.

**Type of Assessment:**
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 85.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 231 Students

Actual Results of Assessment (Percentage):
87.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% is achievement of goal.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
NATEF P-1 priority tasks.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Key to student successful diagnosis.

Re-evaluation Date:
3/23/2017
Changes made to process/modifications:
None

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Inspect and Test Electrical/Electronic Circuits
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect and test switches, connectors, relays, solenoid solid state devices, and wires of electrical/electronic circuits; determine necessary action.
Who: Senior level students
When: AUT 231
Where: NATEF Electrical/Electronic VI Task A10 using Shop Key information, DVOM, Snap-on Vantage graphing meter.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.
Student Success Improvement Goal:
2%

Student Group to be Assessed:
AUT 231 students

Actual Results of Assessment (Percentage):
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% Mastery

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Multiple test equipment utilized.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Equipment proficiency key to student success.

Re-evaluation Date:
6/12/2017

Changes made to process/modifications:
None

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR HEATING AND AIR CONDITIONING SYSTEMS
Number: G

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR HEATING AND AIR CONDITIONING SYSTEMS

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.0

Cumulative Assessment Results (Text):

85% NATEF task competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Identify Problems with A/C System
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Performance test A/C system; identify problems.
Who: Entry level students
When: AUT 241
Where: NATEF Heating & Air Conditioning task VII A3 using R-134 gauge set, Shop Key information & lab job sheet, Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 241 Students

Actual Results of Assessment (Percentage):
85.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% student mastery

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
P-1 NATEF task key to student proficiency.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Necessary for MACS certification.

Re-evaluation Date:
6/8/2017

Changes made to process/modifications:
Added new AC equipment SP2016.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Remove, Inspect, and Install Expansion Valve or Orifice (expansion) Tube
Embedded Outcome Number:
G-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Remove, inspect, and install expansion valve or orifice (expansion) tube.
Who: Entry level students
When: AUT 241
Where: NATEF Heating & Air Conditioning task VII B9 using R-134 recovery unit, orifice tube extractor, Shop Key information & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:

Student Group to be Assessed:
AUT 241 Students

Actual Results of Assessment (Percentage):
84.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84%

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Cycling clutch system competency.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Develop strategies for broken orifice tube extraction.
Re-evaluation Date:
6/13/2016

Changes made to process/modifications:
Add orifice tube tools.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR ENGINE PERFORMANCE SYSTEMS
Number:
H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR ENGINE PERFORMANCE SYSTEMS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.0
Cumulative Assessment Results (Text):
85% student success.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Diagnose Abnormal Engine Noises or Vibration Concerns
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose abnormal engine noises or vibration concerns; determine necessary action.
Who: Entry level students
When: AUT 145
Where: NATEF Engine Performance VIII B9 using stethoscope, diagnostic tools, Shop Key information, textbook & lab job sheet. Formative exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks

Student Success Improvement Goal:
2% increase
Student Group to be Assessed:
AUT 145 students

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Maintained 85% competency.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Related to prior engine instruction.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Need problem engines for student experience of noise diagnosis.

Re-evaluation Date:
6/22/2017

Changes made to process/modifications:
None

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Perform Active Tests of Actuators
Embedded Outcome Number:
H-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Perform active tests of actuators using a scan tool; determine necessary action.
Who: Senior level students
When: AUT 245
Where: NATEF Engine Performance VIII B3 using Modis scan tool, Shop Key information & lab job sheet.
Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 245 Students

Actual Results of Assessment (Percentage):
81.25

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81.25 percent competency
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Scan tool competency key to student success.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Needed additional scan tools.

Re-evaluation Date:
10/12/2016

Changes made to process/modifications:
Added new scan tools SP2016.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

FOLLOW GOVERNMENTAL AND EMPLOYER RULES & REGULATIONS
Number:
I

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

FOLLOW GOVERNMENTAL AND EMPLOYER RULES & REGULATIONS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
82.0

Cumulative Assessment Results (Text):
82% competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Knowledge of Material Safety Data Sheets (MSDS).
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Locate and demonstrate knowledge of material safety data sheets (MSDS).
Who: All students
When: AUT 159 & all AUT classes.
Where: MSDS information and textbook written assignment.
Safety exam.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will follow environmental standards of the automotive industry.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All Automotive Students

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Workplace related requirement.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Safety competency.
Re-evaluation Date: 9/6/2016

Changes made to process/modifications:
New MSDS sheets utilized.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?: No

RELATED ITEM LEVEL 1
Prepare Vehicle to Return to Customer
Embedded Outcome Number: I-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.).
Who: All level students
When: AUT 159 and all classes.
Where: OCtech & industry standard procedure, OSHA rules, student work ethic grade

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of all students will adhere to rules and regulations.
Student Success Improvement Goal:

Maintain 100%

Student Group to be Assessed:

All automotive students

Actual Results of Assessment (Percentage):

100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% competency.

Results of Assessment Date:

Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Work Ethic competency.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Employability requirement for student placement.

Re-evaluation Date:

9/8/2016

Changes made to process/modifications:

None

Person responsible for modifications:

Progress:

Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DEVELOP & USE POSITIVE WORKING RELATIONSHIPS
Number:
J

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
DEVELOP & USE POSITIVE WORKING RELATIONSHIPS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
88.0

Cumulative Assessment Results (Text):
88% student work ethic component.

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Awareness of the Team Concept
Embedded Outcome Number: J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate awareness of the team concept, expected work ethics and collaboration with students.
Who: All level students
When: All AUT classes & AUT 159.
Where: Lecture, notes, role play and textbook written assignment

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will demonstrate strong work ethics.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All AUT-159 Automotive Students

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students modeled the behaviors and completed the assignments.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Employability skill

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Workplace requirement

Re-evaluation Date:
9/12/2016

Changes made to process/modifications:
none

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

FOLLOW WRITTEN INSTRUCTIONS
Number:
K

FY Start:
7/1/2015

FY End:
6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
FOLLOW WRITTEN INSTRUCTIONS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
88.0

Cumulative Assessment Results (Text):
88% of students completed the competency

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Complete Work Order
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. Interpret repair instructions.
Who: All level students
When: AUT 159 and all classes.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
90% of all students will utilize work orders for vehicle repair

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 159 Students

Actual Results of Assessment (Percentage):
88.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% student success

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Some students lack reading comprehension skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The college needs to re-test reading comprehension for new students.

Re-evaluation Date:
9/13/2016
Changes made to process/modifications:

Require mastery of task with remediation for some students.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Associate Degree, Industrial Electronics Technology and Related Certificates

INDUSTRIAL SAFETY

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Practice industrial safety.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
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</thead>
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<td><strong>Safety Practices</strong></td>
<td></td>
</tr>
<tr>
<td>Embedded Outcome Number:</td>
<td>A-1</td>
</tr>
</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

**What:**

Students will learn about industrial safety practices and apply this knowledge in lab practical.

**How:**

Through classroom lecture and discussion of safety practices, including Lockout and Tag Out procedures.

**Who:**

IET Freshman Students.

**When:**

First year IET.

**Where:**

EEM-165 (Residential/Commercial Wiring) Classroom.

**Type of Assessment:**

Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

0.8

**Minimum Expected Outcome for Level of Achievement (Text):**

Expected Achievement:

Demonstrate knowledge of correct Industrial Safety Procedures through written test and application of knowledge in lab practices.

**Student Success Improvement Goal:**
Success Level:
80% of the students should be able to pass the Written Safety Test (Test 1) with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-165 Students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROFESSIONALISM
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Practice professionalism.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Practice Team Work
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will learn about team work. They will learn the concept of sharing knowledge and exhibit integrity in dealing with others.
How:
Through interaction with others in the design of a working Senior Project.
Who:
IET Senior Students.
When:
Second year IET.
Where:
EET-273-01 (Senior Projects).
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to work as a viable team member in constructing a working Senior Project.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Working Projects Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included: EET-273-01

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
COMMUNICATE
Number: C

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Communicate professionally and effectively.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Produce Typed Technical Reports and Oral Technical Presentations
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will be introduced to the concept of producing typed technical reports and oral technical presentations.

How:
By producing typed bi-weekly reports, of work that has been achieved with their project. By producing a typed final report and a video oral presentation, of the finished project.

Who:
IET Seniors.

When:
Second Year IET.

Where:
EET-273 (Electronics Senior Projects).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to produce quality technical reports and technical presentations.

Student Success Improvement Goal:
Success Level:
80% of the student should be able to pass in the Written Report Category for this class with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EET-273-01 Students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

INTERPRET SCHEMATICS
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Interpret schematics.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Interpret Ladder Logic Diagrams, Create and Troubleshoot Electrical Motor Control Circuits

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:
Student will learn to interpret schematic diagrams to successfully create and troubleshoot solid state electronic circuits.

How:
Through classroom lecture and lab practices.

Who:
IET Seniors.

When:
Second year IET.

Where:
EEM-131 (Solid State Devices) Classroom.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required labs in EEM-131. (This includes wiring lab boards, from schematic drawings, and troubleshooting labs).

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category for this class with a 70 minimum class average.
Student Group to be Assessed:
Students Included:
EEM-131 Students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

READ, INTERPRET, AND OPERATE TEST EQUIPMENT
Number: E

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Read, interpret, and operate test equipment.
Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Test Equipment
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:
Student will learn how to use test equipment, including multimeters and oscilloscopes.

How:
Using voltmeters, ammeters, signal generators and oscilloscopes.

Who:
IET Freshman Students.

When:
First year IET.

Where:
In EEM-118 (A.C./D.C. Circuits II) Classrooms.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate knowledge of the correct usage of test equipment through testing and lab practical.

Student Success Improvement Goal:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
EEM-118 Students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TROUBLESHOOT AND REPAIR ELECTRONIC EQUIPMENT & SYSTEMS
Number:
F
FY Start: 
7/1/2015

FY End: 
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Troubleshoot and repair electronics equipment and systems.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate Logical Troubleshooting Techniques
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will use logical troubleshooting techniques to isolate and localize problems in electrical and electronic circuits.
How:
Through proper use of test equipment. This includes voltmeters, ammeters, logic probes, and oscilloscopes.
Who:
IET Senior Students.
When:
Second year IET.
Where:
In EET-261 (Electronic Troubleshooting) Classroom.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to troubleshoot and repair electrical and electronic circuits.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Working Robot Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EET-261 Students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
CALIBRATE EQUIPMENT

Number: G

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Calibrate equipment.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Calibrate Test Equipment
Embedded Outcome Number: G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will learn to calibrate test equipment to make correct electrical measurements.
How:
Using voltmeters, ammeters, signal generators and oscilloscopes.
Who:
IET Freshman Students.
When:
First year IET.
Where:
EEM-121 (Electrical Measurements) Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate knowledge of the correct calibration of test equipment through testing and lab practical.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
EEM-121 Students.
Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

OPERATE COMPUTERS (MICROPROCESSORS, PROGRAMMABLE CONTROLLERS)

Number:
H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Operate computers (microprocessors, programmable controllers).

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
</table>

Create PLC Programs
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will create PLC programs that will produce desired operating characteristics of the mechanisms involved in project.
How:
Using teach pendants, input / output devices, programming software, measuring devices,
Who:
IET Seniors Students.
When:
Second Year IET.
Where:
In EEM-252 (Programmable Controller Applications).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required PLC Labs and assignments in EEM-252. Demonstrate knowledge of PLC
theory through testing.

**Student Success Improvement Goal:**
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

**Student Group to be Assessed:**
Students Included: EEM-252 students.

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**MOTION CONTROL**

Number:
FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply motion control theory.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Wire and Program D.C. and A.C. Motor Drive Boards
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will wire and program D.C. and A.C. motor drive boards to produce desired operating characteristics as determined by instructor.
How:
Using D.C. and A.C. drive boards, and the manufacturer motor drive manuals, in a lab environment.
Who:
IET Seniors.
When:
Second Year IET.
Where:
In EEM-221 (DC/AC Drives).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required drives labs and assignments in EEM-121.
Demonstrate knowledge of drives theory through testing.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-221 Students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF ELECTRICAL WIRING REGULATIONS AND PRACTICES

Number:
J

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of electrical and wiring regulations and practices.

Progress:

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------------------------
Correct Electrical Wiring Practices
Embedded Outcome Number: J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will learn to search for specific regulations pertaining to correct electrical wiring practices.
How:
Through classroom lecture and discussion of National Electric Code regulations.
Who:
IET Freshmen Students.
When:
First Year IET.
Where:
In EEM-140 (National Electric Code).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to use the National Electric Code Manual to obtain pertinent data.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Written Test Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-140 Students.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Machine Tool Technology and Related Certificates
USE TECHNICAL MATH TO SOLVE MACHINE SHOP PROBLEMS
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Use technical math to solve machine shop problems.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates
Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Convert fractions to decimals add subtract divide and multiply fractions solve basic shop formulas and calculate triangles

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will convert fractions to decimals add subtract divide and multiply fractions solve basic shop formulas and calculate triangles

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT-105 will score 70% or higher on the tests

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT-105
Actual Results of Assessment (Percentage): 95.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 95% of the students scored 70% or higher

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: Need help with right angle trig

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Put more problems on line for practice work more triangles and circles

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications: Duane Reddick

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SET-UP & OPERATE MACHINE SHOP EQUIPMENT
Number: B

FY Start: 7/1/2015

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Setup and operate machine shop equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1

Setup and operate lathes drill press saws surface grinders and practice preventive maintance
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will setup and operate lathes drill press saws surface grinders and practice preventive maintance

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 0.8

Minimum Expected Outcome for Level of Achievement (Text): 80% of the students enrolled in the MTT program will score 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed: students enrolled in MTT

Actual Results of Assessment (Percentage): 0.9

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 90% of the students scored 70% or higher

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: They are running the machines at too high of a RPM

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: More practice on speeds and feeds and calculating of RPMs and feed rates

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications: Duane Reddick

Progress: Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM TOOLING PROCEDURES
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform tooling procedures.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1

Select proper cutting tools using the correct geometry and compute speeds and feeds for certain types of metals
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Select proper cutting tools using the correct geometry and compute speeds and feeds for certain types of metals

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the student enrolled in MTT 112 will score 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 112

Actual Results of Assessment (Percentage):
0.95

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students scored 70% or higher

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
They didn't know when to use carbide or high speed steel

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We have videos on cuttings tool and we will demo when to use carbide verses high speed steel
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

BUILD BASIC DIES, JIGS, & FIXTURES
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Build basic dies, jigs, and fixtures.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Build, assemble, and test basic blanking dies and build assemble test basic fixtures

Embedded Outcome Number:

D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Build, assemble, and test basic blanking dies and build assemble test basic fixtures

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

0.9

Minimum Expected Outcome for Level of Achievement (Text):

90% of the students enrolled in MTT 224 & MTT 241 will score a 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:

students enrolled in MTT 224 & MTT 241

Actual Results of Assessment (Percentage):

0.85

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

85% of the students scored 70% or higher
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Were having problems with alignment with pins and punches

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Precision hole location by demos with the digital readouts, edge finders and dial indicators

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

READ & DRAW BLUEPRINTS
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Read and draw blueprints.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Identify symbols and understand geometric tolerancing; find information on a blueprint

Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to identify symbols and understand geometric tolerancing; find information on a blueprint

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 120 will score 70% or higher on assigned tasks
Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 120

Actual Results of Assessment (Percentage):
0.9

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students scored 70% or higher

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Geometric symbols are a problem for the student to identify

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will use online tutorials and videos to help them better identify the Geometric symbols

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
PRACTICE SAFETY

Number: F

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Practice safety.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Follow osha regulations report hazardous conditions and perform good housekeeping
Embedded Outcome Number:
F-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will follow osha regulations report hazardous conditions and perform good housekeeping

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.9

Minimum Expected Outcome for Level of Achievement (Text):
90% of the MTT 111 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 111

Actual Results of Assessment (Percentage):
0.95

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students scored 70% or higher

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
House keeping, how to clean up oil

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Watch safety video and demo the proper clean up method for oil
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT PROFESSIONALISM

Number:
G

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Exhibit professionalism.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Practice time management, plan work sequence, and take pride in workmanship
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Practice time management, plan work sequence, and take pride in workmanship

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of students enrolled in MTT 126 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 126

Actual Results of Assessment (Percentage):
0.8

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of the student scored a 70% or higher
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Taking to long with plan of operations for machining the part

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
More examples of step by step planning and demos on part operations

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number:
H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively.

Progress:
Completed

Responsible Roles:
Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Use shop terminology make suggestions for continuous improvement and problem solving
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use shop terminology make suggestions for continuous improvement and problem solving

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of students enrolled in MTT 232 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 232

Actual Results of Assessment (Percentage):
0.95

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students scored 70% or higher

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Weak in finding simple alternatives to machining operations

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Demos of alternate machining operations and videos of the same

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CARE FOR & USE PRECISION MEASURING INSTRUMENTS
Number:
1

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Care for and use precision measuring instruments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Use precision instruments & take proper care of the instruments
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use precision instruments & take proper care of the instruments

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 112 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 112

Actual Results of Assessment (Percentage):
0.8

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of the students scored 70% or higher

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Abusing the micrometers and calipers not taking proper care of the instruments

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Watch demos on the proper care and handling of the instruments

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed
USE BASIC WELDING EQUIPMENT
Number:
J

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Use basic welding equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)----------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate proper use of electric and gas welding equipment and practice equipment storage safety
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate proper use of electric and gas welding equipment and practice equipment storage safety

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 125 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 125

Actual Results of Assessment (Percentage):
0.95

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students scored 70% or higher

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Not shutting the gas off on the torches and winding the hoses up
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Will show the proper care and storage of the torches by demos

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM BASIC CUTTER-GRINDING OF METAL WORKING TOOLS

Number:
K

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform basic cutter-grinding of metal working tools.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.0
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Understand tool geometry to be able to sharpen a cutting tool and drill bit

Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understand tool geometry be able to sharpen a cutting tool and drill bit

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.9

Minimum Expected Outcome for Level of Achievement (Text):
90% of students enrolled in MTT111 will score 70% or

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT111

Actual Results of Assessment (Percentage):
0.8
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of the students scored 70% or higher

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Sharpening a drill bit understanding the proper geometry of the tool

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Watch videos and have more demos on sharpening a drill bit to have the right tool geometry

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM BASIC HEAT-TREATMENT TECHNIQUES
Number:
L

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?: 
Perform basic heat-treatment techniques.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Machine Tool Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**
90.0

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Perform proper heat treating methods for type of materials and use hardness tester</strong></td>
<td></td>
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<td><strong>Embedded Outcome Number:</strong></td>
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<td>L-1</td>
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</tbody>
</table>

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Perform proper heat treating methods for type of materials and use hardness tester

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
0.8

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of the students enrolled in MTT 222 will score 70% or better on the tasks assigned

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
students enrolled in MTT 222

**Actual Results of Assessment (Percentage):**
0.9

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
90% of the students scored 70% or higher

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
How to maintain and properly care for the hardness tester

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Demos and videos so the students will see how to care for and the proper use of a hardness tester

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Duane Reddick

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**
OPERATE AND PROGRAM COMPUTERIZED NUMERICAL MACHINES

Number: M

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Operate and program computerized numerical machines.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Set up, program, and use CAM
Embedded Outcome Number:
M-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
Set up, program, and use CAM

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
0.8

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of the students enrolled in MTT 252 will score 70% or better on assigned tasks

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
students enrolled in MTT 252

**Actual Results of Assessment (Percentage):**
0.85

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
85% of the students scored 70% or higher

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Cutter comp they are don't know when to use the right comp

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Watch videos on cutter comp more demos showing how cutter comp works in the programing for the CNC

**Re-evaluation Date:**

**Changes made to process/modifications:**
Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF STATISTICAL PROCESS CONTROL
Number:
N

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of statistical process control.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Be able to check parts on the CMM and understand SPC

Embedded Outcome Number:
N-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Be able to check parts on the CMM and understand SPC

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 171 will score 70% or higher on the tasks assigned

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 171

Actual Results of Assessment (Percentage):
0.95

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students scored 70% or higher

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The students are not checking there parts using the proper method on the CMM
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Demo the different types of methods for checking parts on the CMM

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Duane Reddick

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Mechatronics Technology and Related Certificates

DESIGN, CONSTRUCT, AND TEST

Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Design, construct, and test basic DC electrical circuits commonly used in a Mechatronics process.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates
Cumulative Assessment Results (Numeric):
81.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Design, Build and Test a DC Electrical Circuit
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Design, Build and Test DC Electrical Circuits

Who: Entry level students

When: EEM 117 AC/DC Circuits I

Where: Labs throughout the course along with course exams.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):

80% of EEM 117 students will reach a score of 70% on the all DC Circuits labs throughout the course.
Student Success Improvement Goal:

Student Group to be Assessed:
All students in EEM 117

Actual Results of Assessment (Percentage):
0.81

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

IDENTIFY AND CONFIGURE
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Identify and configure process system measurement devices and control applications.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Mechatronics Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**
74.0

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.

No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)-------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Control and utilize a mechatronics process**

**Embedded Outcome Number:**
B-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Students will learn how to demonstrate methods for controlling and utilizing a mechatronics process.

How: Through classroom lectures and hands on experience.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students

Where: IMT-229 Introduction to Process Control
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 0.8

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement:
Demonstrate methods for controlling and utilizing a mechatronics process.

Student Success Improvement Goal:

Success Level:
80% of IMT-229 Introduction to Process Control students will achieve a score of 70% or higher on end of course exam.

Student Group to be Assessed:

Students Included: IMT-229 Introduction to Process Control

Actual Results of Assessment (Percentage): 0.74

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
18 of the 19 students passed the course. The end of course exam average for the class was 80.42%. 14 of the 19 (74%) students scored above the 70% minimum.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?: The goal of 80% scoring above 70% on the final was not met. Only 74% met the goal.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
6/20/2016

Changes made to process/modifications:
We are in the process of re-writing this course to include additional information that should help boost future scores. Additional labs are also being added to this course.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE FUNDAMENTALS
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the fundamentals of assembling hydraulic and pneumatic equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Assemble and Test Hydraulic and Pneumatic Equipment
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will learn how to construct and test hydraulic and pneumatic circuits by use of a schematic.

How: Through classroom lectures and hands on experience.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students

Where: IMT-131 Hydraulics and Pneumatics

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:

Students will construct and test hydraulic and pneumatic circuits by use of a schematic.

Student Success Improvement Goal:

Success Level: 80% of IMT 131 Hydraulics and Pneumatics students will achieve a score of 70% or higher average lab scores

Student Group to be Assessed:

Students Included: IMT-131 Hydraulics and Pneumatics

Actual Results of Assessment (Percentage):

0.9

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
9 of 10 students passed the course with a 95.7% lab average. 90% of the students met the 70% minimum lab average.

Results of Assessment Date:

Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
90% of the students passed the 70% minimum lab average score.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

6/20/2016

Changes made to process/modifications:
I added additional labs to the required lab packets. I also developed a new rubric for grading.
SAFETY
Number: D

FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Safely work in a team environment while performing industrial maintenance best practices.

Progress:

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:
Safety and Team Work
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate safety practices and professional behaviors during the simulation of a real-world working environment.

How: Through labs and hands on experience.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students

Where: AMT-105 Robotics and Automated Controls I

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement:

Form teams that each student rotates through to simulate a real world working environment, safely and professionally.

Student Success Improvement Goal:

Success Level:

80% of AMT-105 Robotics and Automated Controls I students will achieve a score of 70% or higher average while completing labs in a group simulated environment.
Student Group to be Assessed:

Students Included:

AMT-105 Robotics and Automated Controls I

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PROFESSIONALISM IN ORAL AND WRITTEN COMMUNICATIONS

Number:

E

FY Start:

7/1/2015

FY End:

6/30/2016
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism in oral and written communications.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Practice Professionalism
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will solve problems in teams, share knowledge, and exhibit integrity while dealing with other classmates.

How: Through interaction with others while working on lab based projects.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students
Where: IMT-131 Hydraulics and Pneumatics

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
0.8

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement:

Demonstrate the ability to work as a viable team member while constructing hydraulic and pneumatic circuits as a team.

**Student Success Improvement Goal:**

Success Level:

80% of IMT-131 Hydraulics and Pneumatics students will achieve a score of 70% or higher average while completing labs in a group simulated environment.

**Student Group to be Assessed:**

Students Included:

IMT-131 Hydraulics and Pneumatics

**Actual Results of Assessment (Percentage):**
0.9

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
9 of 10 students passed the course with a lab average of 95.7%. 90% of students met the 70% minimum lab average.

**Results of Assessment Date:**
Key Findings - Based on your assessment data, what factors influenced the results?:
This course is proven effective because the students are required to rotate through teams while they complete the labs. 90% of the students met this requirement.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
6/20/2016

Changes made to process/modifications:
I have added new labs to the required lab packet. I also updated the grading rubric for labs.

Person responsible for modifications:
Brandon Weatherford

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Basic Diesel Maintenance
MAINTAIN DIESEL ENGINES (NATEF ACCREDITATION GENERAL CATEGORY I)
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Maintain diesel engines.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No data available; no students in program this year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Identify leaks and determine needed action
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify the causes of engine fuel, oil, coolant, air, and other leaks; determine needed action.
How: Perform fluorescent dye inspection of component systems.
Who: Entry level students
When: DHM 105
Where: NATEF Diesel task I-A-2
lab task assignment& final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement:
Expected Achievement: 80% of students enrolled in DHM 105 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

Student Group to be Assessed:
Enter level students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data available; no students in program this year

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 
SERVICE DIESEL ENGINES (NATEF ACCREDITATION GENERAL CATEGORY I)

Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Service diesel engines.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No data available; no students in program this year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Inspect levels and determine needed action
Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect fuel, oil, and coolant levels, and condition, determine needed action.
How: Perform fluid level & condition visual inspection.
Who: Entry level students
When: DHM 107
Where: NATEF Diesel task I-A-1 lab task assignment& final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 107 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%

Student Group to be Assessed:
Enter level students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data available; no students in program this year

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SERVICE DRIVE TRAIN SYSTEMS (NATEF ACCREDITATION DRIVE TRAIN CATEGORY II)
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Service drive train systems.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

No data available; no students in program this year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Identify problems; determine needed action.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify causes of clutch noise, binding, slippage, pulsation, vibration, grabbing, dragging, and chatter problems; determine needed action.
How: Perform road test & component visual inspection.
Who: Diesel Certificate students
When: DHM 151
Where:: NATEF Diesel task II-A-1 lab task assignment& final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 151 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

Student Group to be Assessed:
Diesel Certificate students
Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data available; no students in program this year

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

REPAIR ELECTRICAL SYSTEMS (NATEF ACCREDITATION ELECTRICAL/ELECTRONIC CATEGORY V)
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Repair electrical systems.

Progress:
Completed
Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No data available; no students in program this year

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------------------------------------------
RELATION ITEM LEVEL 1

Read and interpret electrical/electronic circuits using wiring diagrams
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Read and interpret electrical/electronic circuits using wiring diagrams.
How: Utilize manufacturer wiring diagram service information.
Who: Diesel Certificate students
When: DHM 173
Where: NATEF Diesel task V-A-1 lab task assignment & final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 173 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

Student Group to be Assessed:
Diesel Certificate students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data available; no students in program this year

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

FOLLOW ENVIRONMENTAL REGULATIONS (NATEF SUPPLEMENTAL TASKS)
Number: E

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Follow environmental regulations.

Progress: Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No data available; no students in program this year

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
No data available; no students in program this year

ASSESSMENT(S)--------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Locate and demonstrate knowledge of material safety data sheets (MSDS)
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Locate and demonstrate knowledge of material safety data sheets (MSDS).
Who: All students
When: DHM 105
Where: MSDS information and textbook written assignment.
Safety exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will follow environmental standards of the automotive industry.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%

Student Group to be Assessed:
All students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data available; no students in program this year

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:


Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PROFESSIONAL BEHAVIOR
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional behavior.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No data available; no students in program this year
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

No data available; no students in program this year

ASSESSMENT(S)---------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate Team Concept, Expected Work Ethics, and Collaboration

Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate awareness of the team concept, expected work ethics and collaboration with peer students.
Who: Diesel Certificate students
When: All DHM classes
Where: Lecture, notes, role play and textbook written assignments, instructor observations, work ethic grade.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will demonstrate strong work ethics.

Student Success Improvement Goal:
Success Level: 80% compliance.
Student Group to be Assessed:
All Diesel Certificate students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data available; no students in program this year

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Industrial Maintenance: Mechanical and Electrical I
DESIGN, CONSTRUCT, AND TEST DIGITAL AND ALTERNATING CURRENT CIRCUITS.
Number:
A

FY Start:
7/1/2015

FY End:
Description - What will the student know or be able to do upon completion of the program?: Design, construct, and test digital and alternating current circuits.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical I

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
80% of the students will complete this competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Test Equipment
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will learn how to use test equipment including multimeters and oscilloscopes.

How: Using multimeters and oscilloscopes.
Who: First year students

When: First year

Where: EEM 118

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Demonstrate knowledge of the correct usage of test equipment.

Student Success Improvement Goal:
80% of the students should be able to pass in the lab category with a 70 minimum class average.

Student Group to be Assessed:
EEM 118 students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
PERFORM BASIC PLC PROGRAMMING
Number: B

FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform basic programmable logic controller (PLC) programming and interface applications

Progress: Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical  I

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
80% of the students will complete this competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Create PLC programs
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will create PLC programs to produce desired operating characteristics of the mechanisms involved in the project.

How: Using teach pendants, input/output devices, programming software, and measuring devices.

Who: First year students

When: First year

Where: EEM 251

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will complete this competency.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DESCRIBE MECHANICAL SYSTEM COMPONENTS
Number: C

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Describe the functions of components in a mechanical system.

Progress: Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical  I

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
80% of the students will complete this competency.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Components of mechanical systems
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will identify the components in a mechanical system.

How: Completing exams and homeworks pertaining to the mechanical system in maintaining the system.

Who: Second year students

When: Second year IMT
Where: IMT 227

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will complete this competency.

Student Success Improvement Goal:
80% of the students will complete this competency.
Student Group to be Assessed:
IMT 227

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

IDENTIFY APPLICATIONS OF PRECISION MEASUREMENTS

Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Identify the applications of precision measurements in mechanical systems.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical  I

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
80% of the students will complete this competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1

Precision measuring
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will learn how to use precision measuring tools.

How: By using precision measuring tools.

Who: First year students

When: First year

Where: IMT 235
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will complete this competency.

Student Success Improvement Goal:
80% of the students will pass with a 70 minimum class average.

Student Group to be Assessed:
Students in IMT 235

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 
Certificate, Truck Driver Training
COMMERCIAL MOTOR VEHICLE OPERATION

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Operate a Commercial Motor Vehicle to federal and state standards.

Progress: Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
87.0

Cumulative Assessment Results (Text):
87% of students who completed training passed the CDL certification exam.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
87.0

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Safely operate a CMV.
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will successfully demonstrate the safe operation of a CMV.

How: Successfully pass CDL Class A driving exam.

Who: Students taking the CDL Class A exam after successfully completing TDR 101, TDR 102, and TDR 103.

Where: State authorized testing location.

When: Upon successful completion of TDR 101, TDR 102, and TDR 103

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.9

Minimum Expected Outcome for Level of Achievement (Text):
Demonstrate the ability to skillfully control the CMV, understanding the fundamentals of operation, safety and hazards of operation.

Student will be able to pass CDL Class A Driving Exam.

Student Success Improvement Goal:
90% of students completing TDR 101, TDR 102, and TDR 103 will pass CDL Class A driving exam.

Student Group to be Assessed:
Students taking the CDL Class A exam after the successful completion of TDR 101, TDR 102, and TDR 103.

**Actual Results of Assessment (Percentage):**
0.87

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
87% of student completers in TDR 101, 102, and 103 passed the CDL exam.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Because skills and standards have changed, faculty professional development may be needed to ensure that all students complete courses with the information and skills needed to pass the CDL exam. With additional training, faculty will be able to assist students with various learning styles.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The Program Coordinator will work with the Division Dean to find professional development opportunities for program faculty.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Amanda Eisman

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**
VEHICLE INSPECTION
Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Conduct vehicle inspections.

Progress: Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
91.0

Cumulative Assessment Results (Text):
91% of students in TDR 102 passed the pre-trip assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
91.0

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Identify, describe, explain, check and verify vehicle components
Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will be able to identify, describe, explain, check and verify each vehicle component.

How: Successfully complete vehicle pre-trip inspection.

Who: Truck driving students taking TDR 102.
Where: Skills pad
When: During TDR 102

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Demonstrate the ability to successfully complete vehicle pre-trip inspection.

Student Success Improvement Goal:
80% of TDR 102 students will score greater than 80% on vehicle pre-trip inspection assessment.

Student Group to be Assessed:
TDR 102 students.

Actual Results of Assessment (Percentage):
0.91

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students enrolled in TDR 102 passed the pre-trip assessment.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The addition of new tools has helped more students pass the pre-trip inspection. The program coordinator is always looking for new ways to teach the skills to improve student achievement. Faculty have improved their teaching methods over the last year, which has resulted in a higher student achievement of this task.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Amanda Eisman

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DRIVER LOGS
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Maintain Driver Logs

Progress:
Completed

Responsible Roles:
Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students passed the logging exercise.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.0

Analyze the disaggregated data results above::

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
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<tbody>
<tr>
<td>Demonstrate driver logs</td>
<td>C-1</td>
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</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will demonstrate ability to properly account for all duty performance activities.

How: Successfully complete hours of service and summary of hours written assessments.

Who: Truck driving students taking TDR 101.
Where: TDR classroom.
When: During TDR 101
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Demonstrate how to successfully complete hours of service and summary of hours logs.

Student Success Improvement Goal:
80% of TDR 101 students will score greater than 80% average on hours of service and summary of hours written assessments.

Student Group to be Assessed:
Students taking TDR 101.

Actual Results of Assessment (Percentage):
1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students enrolled in TDR 101 passed the assessment with a grade of 80% or higher.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
In order to improve the students' understanding of logging and it's advantages, the faculty will continue to find creative and engaging methods of instruction. The new activities that are being incorporated next year including review of mock logs and troubleshooting will improve student achievement.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications: Amanda Eisman

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE OCCUPATIONAL SAFETY

Number: D

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional occupational safety measures.

Progress: Completed

Responsible Roles:

Program: Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text): 100% of students were competent in safety procedures.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Perform occupational safety risk assessments.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will be able to identify, describe, and explain occupational hazards and safe driving techniques.

How: Successfully complete safety assessments.

Who: Truck driving students taking TDR 101.
Where: TDR classroom.
When: During TDR 101

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Student will be able to identify, describe, and explain Hazmat related conditions, and defensive driving techniques.

Student Success Improvement Goal:
80% of TDR 101 students will achieve a score of 80% or greater on written assessments for Hazmat and defensive driving.

Student Group to be Assessed:
Truck driving students taking TDR 101.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All students were able to grasp safety concepts and demonstrate competence.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Incorporate new modules on the truck driving simulator to make safety training more diverse for our students.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**Certificate, Welding Basic**
**GENERAL SAFETY**

**Number:**
A

**FY Start:**
7/1/2015
FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:  
Students should practice general safety considerations that apply to welding and metal cutting. They should also be able to apply practice to avoid job-related deaths and injuries while establishing and maintaining a safe work environment.

Progress:  
Completed

Responsible Roles:  

Program:  
Certificate, Welding Basic

Cumulative Assessment Results (Numeric):  
68.0

Cumulative Assessment Results (Text):  
68% of students received an acceptable score for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Principles and Practices of Welding Safety
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students have learned the principles and practices of welding safety. How: Students will take a NCCER quiz on welding safety and their safety practices will
be observed in the welding lab.
Who: Basic Welding Certificate Students
When: In the first welding course in the Basic Welding Certificate program.
Where: Classroom #133 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve consistency in the practice of weld safety in the welding lab.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2015-2016 academic year.

Actual Results of Assessment (Percentage):
68.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students in this SLO demonstrated successful hands-on safety practices but are weak in test taking skills.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Welding students are typically hands-on learners and do much better in practice than in theory.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students need strengthening in study skills area.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:
Take home assignments may help with study skills by developing an attitude that the learning process is not limited to class room time.

Person responsible for modifications:
Jimmie F. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

STRIKE AN ARC AND MAKE STRINGER, WEAVE, AND OVERLAPPING BEADS AND MAKE FILLET WELDS IN VARIOUS POSITIONS WITH SMAW PROCESS.
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will learn how to strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW process.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Basic

Cumulative Assessment Results (Numeric):
85.0

Cumulative Assessment Results (Text):
85% of students achieved success in this area.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATE ITEM LEVEL 1

Strike an Arc and Make Stringer, Weave, and Overlapping Beads and Fillets Welds in Various Positions with SMAW process.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can strike an arc and make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes.
How: Students will take a NCCER quiz on SMAW beads and fillets. They will also make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes to be evaluated according to NCCER standards.
Who: Basic Welding Certificate Students
When: Basic Welding Certificate Program
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve proficiency in the practice of SMAW welding using fillet welds in multiply positions.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency using E7018 electrodes in the 2F, 3F and 4F positions.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2015-2016 academic year.

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
This section of students did exceptionally well in this area.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The class dynamic was a big part of the success of this cohort.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The natural pairing of students as work partners can produce great result.
Re-evaluation Date:  
9/14/2017

Changes made to process/modifications:  
Deliberate pairing of students should be attempted to see how that might improve student success.

Person responsible for modifications:  
Jimmie f. Johnson

Progress:  
Completed

Responsible Roles:  

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

MAKE GROOVE WELDS IN VARIOUS POSITIONS USING SMAW PROCESS  

Number:  
C

FY Start:  
7/1/2015

FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will learn to make groove welds in various positions using SMAW process.

Progress:  
Completed

Responsible Roles:  

Program:  
Certificate, Welding Basic

Cumulative Assessment Results (Numeric):  
100.0
Cumulative Assessment Results (Text):
100% of students in this area were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Make Groove Welds in Various Positions with E6010 and E7018 Electrodes
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can make groove welds in the 1G, 2G, 3G, and 4G positions with E6010 and E7018 electrodes.
How: Students will take a NCCER quiz on SMAW groove welds with backing. They will also make groove welds in the 1G, 2G, 3G, and 4G positions to be evaluated according to the NCCER standards.
Who: Basic Welding Certificate Students
When: In the second welding course in the Basic Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve consistency in the practice of weld safety in the welding lab.
**Student Success Improvement Goal:**
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 25% of students are expected to achieve the ability to use E7018 and E6010 electrodes in the 1G, 2G, 3G, and 4G positions.

**Student Group to be Assessed:**
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2015-2016 academic year.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students achieved success in this area.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Small groups of students tend to succeed at a higher percentage than larger groups.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Building small groups with a team leader might build cohesion and positive peer pressure.

**Re-evaluation Date:**
9/14/2017

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jimmie F. Johnson

**Progress:**
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Welding Fundamentals
IDENTIFY, INTERPRET, AND DRAW
Number: A

FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
62.0

Cumulative Assessment Results (Text):
62% of students achieved success in this area.

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Identify, Interpret, and Draw Welding Symbols

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.
How: Students will take a NCCER quiz on welding symbols.
When: The first welding course in the Fundamental Welding Certificate program.
Where: Classroom #133 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2012.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
62% of students achieved success in this area.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This group of students was exceptionally unmotivated to study the memory work needed to succeed.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students in the welding program are very "hands-on" learners and do not like doing memory work or home work.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:
Formulate take home exercises that help students do memory work.

Person responsible for modifications:
Jimmie F. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DESCRIBE WELDING DETAIL DRAWINGS AND THEIR COMPONENTS
Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students should be able to describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
62.0

Cumulative Assessment Results (Text):
62% of students achieved success in this area.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Describe Welding Detail Drawings
Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.
How: Students will take a NCCER quiz on detail drawings and their respective elements.
When: The first welding course in the Fundamental Welding Certificate Program.
Where: Classroom #133 the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2016.

Actual Results of Assessment (Percentage):
62.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
62% of students achieved success in this area.

Results of Assessment Date:
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:
This group did better than the last but this course is historical resulted in poor student scores.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Detail Drawings is a course for which students at OCtech are poorly equipped to succeed and perform to the expected level.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:
Students will need to enhance their math, analytical and communication skills to perform will in this course. There may be a need to place a pre-requisite on this course to ensure student success.

Person responsible for modifications:
Jimmie F. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

GENERAL SAFETY
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:

Students should be able to apply general safety considerations that apply to welding and metal cutting. They should also be able to describe the steps that must be taken to avoid job-related deaths and injuries while establishing and maintaining a safe work environment.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Welding Fundamentals

**Cumulative Assessment Results (Numeric):**
68.0

**Cumulative Assessment Results (Text):**
85% of students achieved success in this area.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
**RELATED ITEM LEVEL 1**
**Principles and Practices of Welding Safety**
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can apply the principles and practices of welding safety.
How: Students will take a NCCER quiz on welding safety and their safety practices will be observed in the welding lab.
When: In the second welding course in the Fundamental Welding Certificate program.
Where: Classroom #133 in the T Building
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 0.7

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve consistency in the practice of weld safety in the welding lab.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2016.

Actual Results of Assessment (Percentage): 68.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: Students in this SLO demonstrated successful hands-on safety practices but are weak in test taking skills.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: Welding students are typically hands-on learners and do much better in practice than in theory.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Students need strengthening in study skill area.
Re-evaluation Date:  
9/14/2017

Changes made to process/modifications:  
Take home assignments may help with study skills by developing an attitude that the learning process is not limited to class room time.

Person responsible for modifications:  
Jimmie F. Johnson

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:  
Yes

STRIKE AN ARC AND MAKE STRINGER, WEAVE, AND OVERLAPPING BEADS AND MAKE FILLET WELDS IN VARIOUS POSITIONS WITH SMAW.

Number:  
D

FY Start:  
7/1/2015

FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:  
Students should be able to strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW.

Progress:  
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
85.0

Cumulative Assessment Results (Text):
85% of students achieved success in this area.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELAT E D ITEM LEVEL 1

Strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW.

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can strike an arc and make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes.
How: Students will take a NCCER quiz on SMAW beads and fillets. They will also make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes to be evaluated according to NCCER standards.
Who: Fundamental Welding Certificate Students
When: Fundamental Welding Certificate Program

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve proficiency in the practice of SMAW welding using fillet welds in multiply positions.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency using E7018 electrodes in the 2F, 3F and 4F positions.

Student Group to be Assessed:
Students Included: All students who were in enrolled in the Fundamental Welding Certificate during the 2015-2016 academic year..

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
This section of students did exceptionally well in this area.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The class dynamic was a big part of the success of this cohort.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The natural pairing of students as work partners can produce great results.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:
Deliberate pairing of students should be attempted to see how that might improve student success.

Person responsible for modifications:
Jimmie F. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

MAKE GROOVE WELDS
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will make groove welds with backing in the 1G, 2G, 3G, and 4G positions using E6010 and E7018 electrodes

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students in this area were successful.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Make Groove Welds
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can make groove welds in the 1G, 2G, 3G, and 4G positions with E6010 and E7018 electrodes.
How: Students will take a NCCER quiz on SMAW groove welds with backing. They will also make groove welds in the 1G, 2G, 3G, and 4G positions to be evaluated according to the NCCER standards.
When: In the third welding course in the Fundamental Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 25% of students are expected to achieve the ability to use E6010 and E7018
electrodes in the 1G, 2G, 3G, and 4G positions.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2016.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students achieved success in this area.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Small groups of students tend to succeed at a higher percentage than larger groups.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Building small groups with a team leader might build cohesion and positive peer pressure.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:

Person responsible for modifications:
Jimmie f. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Welding Intermediate
IDENTIFY, INTERPRET, AND DRAW
Number: A

FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students will identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications

Progress: Completed

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):
62.0

Cumulative Assessment Results (Text):
62% of students achieved success in this area.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1


Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.
How: Students will take a NCCER quiz on welding symbols.
Who: Intermediate Welding Certificate Students
When: The first lesson in the first welding course in the Intermediate Welding Certificate program.
Where: Classroom #133 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: All students enrolled in the Intermediate Welding Certificate at the end of Spring semester 2012.

Actual Results of Assessment (Percentage):
62.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
62% of students achieved success in this area.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This group of students was exceptionally unmotivated to study the memory work needed to succeed.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students in the welding program are very "hand-on" learners and do not like doing memory work or home work.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:
Formulate take home exercises that help students do memory work.

Person responsible for modifications:
Jimmie F. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DESCRIBE WELDING DETAIL DRAWINGS AND THEIR COMPONENTS
Number:
B
FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students should be able to describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials

Progress: Completed

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):
62.0

Cumulative Assessment Results (Text):
62% of students achieved success in this area.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Describe Welding Detail Drawings and Their Components
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.
How: Students will take a NCCER quiz on detail drawings and their respective elements.
Who: Intermediate Welding Certificate Students
Where: Classroom #133 the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring semester 2012.

Actual Results of Assessment (Percentage):
62.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
62% of students achieved success in this area.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This group did better than the last but this course has historical resulted in poor student scores.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Detail Drawings is a course for which students at OCtech are poorly equipped to succeed and perform to the expected level.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:
Students will need to enhance their math, analytical and communication skills to perform well in this course. There may be a need to place a pre-requisite on this course to ensure student success.

Person responsible for modifications:
Jimmie f. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

THE POWER SOURCES AND EQUIPMENT UTILIZED IN THE GMAW AND FCAW PROCESSES
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Students should use power sources and equipment utilized in the GMAW and FCAW processes and be able to set up the equipment with the appropriate shielding gases and filler metals.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):
75.0

Cumulative Assessment Results (Text):
75% of students achieved a 70% or better on their NCCER quiz for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Use Power Sources and Equipment Utilized in the GMAW and FCAW Processes
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can use power sources and equipment utilized in the GMAW and FCAW processes and be able to set up the equipment with the appropriate shielding gases and filler metals.
How: Students will take a NCCER quiz on GMAW and FCAW equipment and set up.
Who: Intermediate Welding Certificate Students
When: The first lesson in the second welding course in the Intermediate Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should demonstrate the ability to set up GMAW and FCAW equipment properly.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency in the ability to set up GMAW and FCAW equipment properly.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring and summer semesters 2016.

Actual Results of Assessment (Percentage):
75.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students achieved a 70% or better on their NCCER quiz for this item.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students did fair with the technical issues in this area since it was related directly to their hands on practice.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
when hands-on learners are given a connection with lab practices and technical data and theory they perform much better.
Re-evaluation Date:  
9/14/2017

Changes made to process/modifications:  
The connection between hand-on learning and theory should be explored to see where improvements might be made throughout the welding programs.

Person responsible for modifications:  
Jimmie F. Johnson

Progress:  
Completed

Responsible Roles:  

QEP SLO(s) Assessed in this Course Activity:  
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:  
Yes

MAKE FILLET AND/OR V-GROOVE WELDS ON CARBON STEEL PLATE  
Number: D

FY Start:  
7/1/2015

FY End:  
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:  
Students will learn how to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

Progress:  
Completed

Responsible Roles:  

Program:  
Certificate, Welding Intermediate
Cumulative Assessment Results (Numeric):

66.0

Cumulative Assessment Results (Text):

66% of students achieved success with the welding tasks required for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Make Fillet and V-Groove Welds on Carbon Steel Plate Using GMAW and/or FCAW Processes in all Positions

Embedded Outcome Number:

D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students can make fillet and V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

How: Students will take a NCCER quiz on the principles and practices of making fillet and V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions and demonstrate their ability to perform these activities through performance testing.

Who: Intermediate Welding Certificate Students

When: The second lesson in the second welding course in the Intermediate Welding Certificate Program.

Where: Classroom #133 and LAB room #132 in the T Building
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and demonstrate the ability to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve the ability to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring and summer semester 2016.

Actual Results of Assessment (Percentage):
66.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
66% of students achieved a 70% or better on their NCCER quiz. 100% of students achieved success in performing welding in this performance task.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
As with nearly all courses in the welding programs at OCtech, students are significantly better at hands-on learning than with theory and book learning.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students need more academic skills to perform well on written tests.

Re-evaluation Date:
9/14/2017

Changes made to process/modifications:
Homework assignments that require students to sharpen their study skills may be useful.

Person responsible for modifications:
Jimmie F. Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

Nursing and Health Sciences
Associate Degree, Nursing
FUNCTION AS PART OF THE INTERDISCIPLINARY HEALTH CARE TEAM IN SELECTED HEALTH CARE SETTINGS WITH INDIVIDUALS, FAMILIES AND COMMUNITIES ACROSS THE LIFE SPAN.
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Function as part of the interdisciplinary health care team in selected health care settings with individuals, families, and communities across the life span.

Progress:
Completed

Responsible Roles:

Program: 
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):  
100.0

Cumulative Assessment Results (Text): 
100% of graduates and employer/managers indicated that graduates demonstrated that they could function as part of the interdisciplinary health care team.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: 
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Provide Assigned Care to Patients and Families.
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN participates as team member, providing assigned care to patients and families.

How: ADN Graduate Survey

Who: Associate Degree Nursing Graduate
When: Six months to one year following graduation.

Where: All clinical settings in which graduates are employed.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 100% of students responding to the Graduate Survey will indicate that this outcome was accomplished.

**Student Success Improvement Goal:**
Maintain 100% success.

**Student Group to be Assessed:**
Students Included: Graduates

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students completing the Graduate survey indicated that they provided high quality care to their patients.

**Results of Assessment Date:**
Key Findings - Based on your assessment data, what factors influenced the results?:
The curriculum supports the clinical experiences which prepare graduates to provide the highest quality of patient care.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Individual patient and groups of patient clinical assignments will continue to be provided throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide Assigned Care to Patients and Families.
Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN participate as team member, providing assigned care to patients and families. How: Employer/manager Survey: Graduate Outcomes Who: Associate Degree Nursing Graduates When: Six months to one year following graduation. Where: All clinical settings in which graduates are employed.

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 0.75

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement: 75% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal: 95%

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage): 100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 100% of employers/managers indicated that graduates achieved or highly achieved this outcome.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: Students will continue to provide care for individual and groups of patients throughout the curriculum.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Patient assignments will reflect student management of patients and groups of patients successfully.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ADHERE TO THE STANDARDS OF PROFESSIONAL NURSING PRACTICE WITHIN THE LEGAL, ETHICAL, AND REGULATORY FRAMEWORKS.

Number: 
B

FY Start: 
7/1/2015

FY End: 
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Adhere to the standards of professional nursing practice with the legal, ethical, and regulatory frameworks.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of graduates and employer/managers indicated that the graduate achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Agency Policies and Procedures
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN practice nursing in the role of a graduate nurse within agency policies and procedures, and scope of practice as mandated by nurses associations, and state laws which govern the practice of nursing.

How: ADN Graduate Outcomes Surveys will indicate that graduates practice indicates compliance with these standards.

Who: Graduates.

When: Six months to one year following graduation

Where: All clinical settings where graduates are employed.

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 1.0

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.
**Student Success Improvement Goal:**
Success Level: No breach of policies, scope of practice standards, or laws which govern the practice of nursing.

**Student Group to be Assessed:**
Students Included: Graduates

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students reported that they follow agency policies and procedures.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All students completing the survey indicated that they followed agency policies and procedures.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students are required to complete agency safety and policy and procedure review each semester. Faculty will continue to provide access to safety and policy and procedure up-dates.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Agency Policies and Procedures
Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN practice nursing in the role of a graduate nurse within agency policies and procedures, and scope of practice as mandated by nurses associations, and state laws which govern the practice of nursing. How: ADN Employer/Manager Surveys indicate no breach in these identified frameworks. Who: Graduates. When: Six months to one year following graduation Where: All clinical settings where graduates are employed

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.9

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:
Success Level: No breach of policies, scope of practice standards, or laws which govern the practice of nursing.

Student Group to be Assessed:
Students Included: Graduates
Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of employers/managers indicated that graduates moderately achieved (5.9%), achieved (58.8%), or highly achieved (35.3%) this outcome.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The concepts of professional practice adhering to the policies and procedures and legal, ethical and regulatory framework must continue to have a high visibility throughout the curriculum.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
These identified concepts are vital to the professional practice of nursing and must continue to have high emphasis throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Agency Policies and Procedures
Embedded Outcome Number:
B-1.c
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN practice nursing in the role of a graduate nurse within agency policies and procedures, and scope of practice as mandated by nurses associations, and state laws which govern the practice of nursing.
How: ATI Assessments
Who: Graduates.
When: Six months to one year following graduation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
100% if Senior ADN Students will score a minimum of Level II on the final ATI Assessments(s).

Student Success Improvement Goal:

Student Group to be Assessed:
ADN seniors prior to graduation.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students achieved the expected score of Level II on all requires ATI proctored assessments.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Faculty will continue to provide access to safety and in-service policies and procedures for students throughout the program.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROVIDE EVIDENCE-BASED, CLINICALLY COMPETENT, CONTEMPORARY CARE UTILIZING CRITICAL THINKING AND DECISION MAKING WITHIN THE FRAMEWORK OF THE NURSING PROCESS.
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Provide evidence-based, clinically competent, contemporary care utilizing critical thinking and decision making within the framework of the nursing process.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Critical Thinking and Evidence Based Care When Implementing the Nursing Process
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide patient care utilizing critical thinking and evidence based care when implementing the nursing process.
How: NCLEX-RN
When: Within 3 months to one year of graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Graduates will score at or above state and national pass rate on the NCLEX-RN examination
Student Success Improvement Goal:
Success Level: Scores on NCLEX-RN at or above state and national pass rates.
75% of graduates will receive scores of functioning at or above expected levels of practice.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of graduates of the Class of 2015 passed the NCLEX-RN licensure examination upon the first attempt.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Continue to support NCLEX review assignments.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
NCSBNJ and ATI assessments and live review have proven success for our graduates.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

PROVIDE HOLISTIC NURSING CARE TO PROMOTE, PROTECT, AND IMPROVE HEALTH.

Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Provide holistic nursing care to promote, protect, and improve health.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of graduates and employer/managers indicated that the graduate achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation.

Embedded Outcome Number:
D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN Graduates will provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation. How: ADN Graduate Surveys When: Six months to a year following graduation. Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of ADN students responding to the Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Success Level: 100% of Graduate Outcomes Surveys will indicate that graduates provide care as outlined.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

All students reported that they provide care in a caring manner to all of their patients.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The concept of caring and holistic care will continue to be stressed in class and clinical experiences.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Nurses are required to provide care in a caring manner utilizing the concepts of holistic nursing as mandated in the CODE of ETHICS from the American Nurses Association and the Laws Governing Nursing in the state.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation.
Embedded Outcome Number:
D-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation. How: ADN Employer/Manager Surveys When: Six months to a year following graduation. Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.95

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 95% of Employers will indicate that graduates provide care as identified.

Student Success Improvement Goal:
Success Level: 95% of Employers will indicate that graduates provide care as identified.

Student Group to be Assessed:
Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of employers/managers indicated that graduates achieved or highly achieved this outcome.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Survey results support the continued emphasis on providing care in a caring, person centered/patient centered, holistic manner.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
These concepts will continue to have high visibility and evaluation throughout the curriculum.
PROVIDE CULTURALLY COMPETENT CARE TO A DIVERSE SOCIETY.

Number: E

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Provide culturally competent care to a diverse society.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Nursing

Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text): 100% of graduates and employer/managers indicated that the graduate achieved or highly achieved this outcome.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Provide culturally competent care to their assigned clinical patient/s

Embedded Outcome Number:

E-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Graduates will provide culturally competent care in all clinical settings. How: ADN Graduate Survey When: Six months to one year following graduation. Where: Every clinical agency employing graduates.

Type of Assessment:

Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

1.0

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.
**Student Success Improvement Goal:**
Success Level: Satisfactory achievement on all identified parameters regarding cultural competency.

**Student Group to be Assessed:**
Students Included: All ADN students.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All ADN graduates indicated that they provide culturally competent care to their patients and their families.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The concept of culturally competent care will continue to be stressed throughout the curriculum in class and clinical.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
We live in a culturally diverse society. Students must have these concepts to provide the highest quality of care to their patients and their families.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide culturally competent care to their assigned clinical patient/s
Embedded Outcome Number:
E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide culturally competent care in all clinical settings. How: ADN Employer/Manager Survey When: Six months to one year following graduation. Where: Every clinical agency employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.9

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of employers will document that graduates have accomplished this outcome.

Student Success Improvement Goal:
Success Level: Satisfactory achievement on all identified parameters regarding cultural competency.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of employers/managers indicated that graduates achieved or highly achieved this outcome.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The emphasis on providing culturally competent care will continue to have high expectations throughout the curriculum in classroom and clinical experiences.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

UTILIZE BASIC MANAGEMENT AND LEADERSHIP SKILLS TO PROVIDE CONTINUITY OF CARE TO FACILITATE POSITIVE OUTCOMES AND MEET PATIENT NEEDS.

Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Utilize basic management and leadership skills to provide continuity of care to facilitate positive outcomes and meet patient needs.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of graduates and employer/managers indicated that graduates achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1
Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will implement knowledge of leadership and management.
How: ADN Graduate Outcomes Survey
When: Six months to one year following graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
1.0

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
Students Included: Graduates

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All graduates indicated that they practice nursing with an understanding of the leadership and management roles.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Leadership and management concepts are assessed on the NCLEX as well as implementation in the clinical setting.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
All graduates were successful on the NCLEX-RN licensing examination.

**Re-evaluation Date:**
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will implement knowledge of leadership and management. How: ADN Employer/Manager Survey When: Six months to one year following graduation. Where: All clinical agencies employing graduates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.9

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of employers will indicate accomplishment of this outcome

Student Success Improvement Goal:

Student Group to be Assessed:
Graduates.

Actual Results of Assessment (Percentage):
100.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of employers/managers indicated that graduates moderately achieved (11.8%), achieved (76.5%), and highly achieved (11.8%) this outcome.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
These are high responses regarding the graduates knowledge of leadership and management concepts as new graduates. These concepts will continue to have high emphasis throughout the curriculum.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
High employer/manager results indicate the validation to continue to provide leadership/management opportunities for our students throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Graduates will implement knowledge of leadership and management.
How: NCLEX-RN Pass rates
When: Six months to one year following graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
87.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: NCLEX-RN Pass rates will be at or above state and national levels. NCSBN report will indicate positive results in this component.

Student Success Improvement Goal:
ATI live review and NCSBN 15 week course will continue to be utilized in the leadership/management course.

Student Group to be Assessed:
Graduates.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Graduates of the ADN Class of 2015 had 100% pass on the NCLEX-RN licensing examination.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Graduates indicated that they were prepared to be successful on the NCLEX-RN licensing examination.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
NCSBN and ATI NCLEX-RN preparation have been successfully used for graduate success. This will continue to be utilized to prepare graduates to be successful on the NCLEX-RN examination.

Re-evaluation Date:
Changes made to process/modifications:
Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.d

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN Graduates will implement knowledge of leadership and management.
How: ATI Assessments
When: Six months to one year following graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of ADN Senior students will score a minimum of Level II on ATI final Assessment(s).
Student Success Improvement Goal:

Student Group to be Assessed:
ADN Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students achieved a Level II on the ATI Assessments.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
ATI results continue to support student success.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Ati continues to be a valuable tool to prepare students for the NCLEX-RN.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

UTILIZE VARIOUS METHODS OF COMMUNICATION TO EFFECTIVELY INTERACT WITHIN THE HEALTH CARE SYSTEM.

Number: G

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Utilize various methods of communication to effectively interact within the health care system.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of graduates and employer/managers indicated that the graduate achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------
 RELATED ITEM LEVEL 1
 Various methods of communication will be utilized by the student when providing care in various health care settings.
Embedded Outcome Number:
G-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Various methods of communication will be utilized by the graduate when providing care in various health care settings.

How: ADN Graduate Surveys

Who: Graduates

When: Six months to one year following graduation

Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Success Level: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Group to be Assessed:
Students Included: Graduates
Actual Results of Assessment (Percentage): 100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of graduates indicated that they achieved or highly achieved this outcome. 94.1% indicated that they achieved or highly achieved this outcome.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of Graduates indicated that they used different methods of communication when providing care for their patients and their families.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Various methods of communication will continue to be emphasized throughout the ADN Program.

Re-evaluation Date: 

Changes made to process/modifications: 

Person responsible for modifications: 

Progress: Completed

Responsible Roles: 

QEP SLO(s) Assessed in this Course Activity: 

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Various methods of communication will be utilized by the student when providing care in various health care settings.

Embedded Outcome Number:
G-1.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Various methods of communication will be utilized by the graduate when providing care in various health care settings.
How: ADN Employer Outcomes Surveys
Who: Graduates
When: Six months to one year following graduation
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 70% of Employers will indicate achievement of this outcome.

Student Success Improvement Goal:
Success Level: 75% of Employer responses will indicate that the graduate will function at or above expected levels.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
94.1

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94.1% of employers/managers indicated that graduates achieved or highly achieved this outcome.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Communication skills must continue to have high emphasis throughout the ADN curriculum.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

The emphasis on Communication skills will continue to be assessed in student behaviors in the classroom and clinical settings.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE CARING BEHAVIORS IN A PERSON-CENTERED MANNER.

Number:
H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Demonstrate caring behaviors in a person-centered manner.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing
Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of graduates and employer/managers indicated achievement or high achievement of this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Provide patient care in a caring, patient-centered manner for each assigned patient
Embedded Outcome Number:
H-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The student will provide patient care in a caring, patient-centered manner for each assigned patient.
How: ADN Graduate Outcomes Survey

Who: Graduates.
When: Six months to one year following graduation
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Success Level: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
all graduates completing the survey indicated that they provided caring, patient-centered care to their patients.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
all graduates indicated that they provide patient care in a caring, patient-centered manner.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide patient care in a caring, patient-centered manner for each assigned patient
Embedded Outcome Number:
H-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: The student will provide patient care in a caring, patient-centered manner for each assigned patient.
How: ADN Employer Outcomes Survey
Who: Graduates.
When: Six months to one year following graduation
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 75% of Employers will indicate compliance of this outcome.

Student Success Improvement Goal:
Success Level: 75% of employers will respond that graduates function at or above expectations for this outcome..

Student Group to be Assessed:
Students Included: Graduates.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of employers/managers and graduates indicated that graduates achieved or highly achieved this outcome.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The concepts of caring and patient/person centered care will continue to be stressed throughout the ADN curriculum.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Caring behaviors provided in a patient/person centered manner will continue to be the mainstay of providing the highest quality of health care for our students and graduates.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**
PROVIDE HEALTH EDUCATION TO PROMOTE AND FACILITATE INFORMED DECISION-MAKING, ACHIEVE POSITIVE OUTCOMES, AND SUPPORT SELF-CARE ACTIVITIES.

Number: 1

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Provide health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Nursing

Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text): 100% of graduates indicated that they achieved or highly achieved this outcome. Employer /manager survey results indicated that graduates achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.

Embedded Outcome Number:
I-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.
How: ADN Graduate Outcomes Survey
Who: Graduates.
When: Within six months to one year following graduation.
Where: Employing clinical agencies.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Success Level: Identified criteria achieved.

Student Group to be Assessed:
Students Included: Graduates.
**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students and employers completing the survey indicated that all (100%) provided patient education successfully. Employers/managers indicated that 100% of the graduates achieved or highly achieved this outcome.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
ADN graduates consistently provide education to their patients.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
the emphasis on patient education will continue to be implemented with students in the program.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.**

**Embedded Outcome Number:**
I-1.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.
How: ADN Employer Outcomes Survey
Who: Graduates.
When: Within six months to one year following graduation.
Where: Employing clinical agencies.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.7

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 70% of employers indicate that graduates function at or above expectations.

Student Success Improvement Goal:
Success Level: Identified criteria achieved.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of managers/employers indicated that graduates provided health education to their assigned patients. They indicated that our graduates achieved or highly achieved this outcome.

Results of Assessment Date:
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:
Graduates displayed these outcomes as indicated on the employer/manager surveys. These concepts will continue to be implemented throughout the curriculum.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Providing health education for patients and families is stressed throughout the program. Students complete a well-elder teaching project as well as a service learning project.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.
Embedded Outcome Number:
I-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.
How: NCLEX-RN Results
Who: Graduates.
When: Within six months to one year following graduation.
Where: Employing clinical agencies.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Graduates will score at or above state and national pass rates.

Student Success Improvement Goal:
Success Level: Identified criteria achieved.

Scores on NCLEX-RN at or above state and national pass rates.
75% of graduates will receive scores of functioning at or above expected levels of practice.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The ADN Class of 2015 had 100% pass on the NCLEX-RN licensure examination.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students continue to be successful on the NCLEX-RN above the state and national pass rates.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The NCSBN and ATI NCLEX review processes in place will continue to be reinforced with students.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE CHARACTERISTICS OF SELF-DIRECTION AND ACCOUNTABILITY, WHICH CONTRIBUTE TO LIFE-LONG LEARNING, BOTH PERSONALLY AND WITHIN THE PROFESSION OF NURSING.

Number:
J

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate characteristics of self-direction and accountability, which contribute to life-long learning, both personally and within the professional of nursing.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
75.0
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.

Embedded Outcome Number:

J-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Each student will demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.

How: ADN Graduate Outcomes Survey

Who: Graduates.

When: Six months to one year following graduation.

Where: All employing agencies.

Type of Assessment:

Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

0.35

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: 35% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.
Student Success Improvement Goal:

Success Level: 35% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of graduates indicated that they achieved or highly achieved this outcome.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Graduates indicated accomplishing this outcome. Faculty will continue to support and encourage self-direction and accountability in life-long learning.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Concepts of self-direction, accountability and life-long learning will continue to be emphasized throughout the ADN curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.

Embedded Outcome Number:

J-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Each student will demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.

How: ADN Employer Outcomes Survey

Who: Graduates.

When: Six months to one year following graduation.

Where: All employing agencies.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 75% positive employer responses.

Student Success Improvement Goal:
Employers will indicate that this outcome will be achieved or highly achieved.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93.8% of managers indicated that our graduates achieved or highly achieved this outcome.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Employer and manager evaluations of graduates will indicate that graduates demonstrate self-direction and accountability which contributes to life-long learning.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The concepts of self-direction and accountability will continue to be incorporated throughout the curriculum to promote life-long learning in the graduate.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.
Embedded Outcome Number:
J-1.c
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Each student will demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.
How: ADN Graduates to enroll in BSN program
Who: Graduates.
When: Six months to one year following graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.35

Minimum Expected Outcome for Level of Achievement (Text):
Success Level: 35% of ADN Graduates are enrolled in BSN programs.

Student Success Improvement Goal:

Student Group to be Assessed:
ADN Graduates

Actual Results of Assessment (Percentage):
0.35

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
35% of ADN graduates indicated the desire to continue to pursue their BSN following graduation.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All students indicate a desire to continue their education. However, many indicated that they will not continue until they are in a better financial position. All stated that they would begin within 5 years of graduation.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
As new programs in the state indicate an RN completion program to obtain a BSN, students will be provided with contact information.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Associate Degree, Physical Therapist Assistant

PHYSICAL THERAPY INTERVENTIONS

Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate competence in the delivery of physical therapy interventions under the direction and supervision of a PT.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Physical Therapist Assistant
Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Students will demonstrate knowledge of proper procedures for data collection.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate knowledge of proper procedures for data collection.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Students will score a minimum of 80% on the data collection competency check-offs.

Student Success Improvement Goal:
100% of students will score at least 82% on the competency check-offs.

Student Group to be Assessed:
Students enrolled in PTH 102.
Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored at least 80% on the competency check-off sheets for data collection skills in PTH 102.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students enrolled in PTH 102 scored 100% on data collection skills on the competency check off sheets. A lab was added this year and students demonstrated improved data collection skills due to the ability to practice in a lab setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Adding the lab component to this class was a positive revision as it gave students further time to practice data collection skills in a lab setting using patient scenarios. Faculty was available for feedback and students report the lab was needed.

Re-evaluation Date:

Changes made to process/modifications:
A lab component was added to this class which gave students more time to practice hands on skills as well as data collection skills in a lab setting.

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Students will demonstrate knowledge of proper standard precautions and sterile techniques
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate knowledge of proper standard precautions and sterile techniques

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% on the sterile technique and hand washing competency sheet for PTH 102.

Student Success Improvement Goal:
100% of students will score at least 82% on the competency check off sheet for sterile technique and hand washing in PTH 102.

Student Group to be Assessed:
Students enrolled in PTH 102.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students enrolled in PTH 102 scored at least 80% on the sterile technique and hand washing competency check off sheets.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
This competency check off skill was moved to PTH 102 this year with positive results. Students had more time to practice this skill due to the addition of the lab component.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students did a much better job of carrying knowledge of infection control forward to apply in a lab practical scenario. We had 100% pass rate for PTH 102 as a result.

Re-evaluation Date:
8/5/2016

Changes made to process/modifications:
No changes made. We will continue to review these skills in lab for PTH 102 and allow students extra practice time in open lab held each afternoon for 2 hours. A faculty member will be present during all open lab sessions for assistance as requesting.

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Students will demonstrate safe practice during patient care by proper use of safety equipment.
Embedded Outcome Number:
A-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate safe practice during patient care by proper use of safety equipment.
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 0.8

Minimum Expected Outcome for Level of Achievement (Text): 100% of students will score a minimum of 80% of safe patient care skills.

Student Success Improvement Goal: 100% of students will score at least 82% on the patient safety sections of the midterm and final lab practicals in PTH 202 and PTH 242.

Student Group to be Assessed: Students enrolled in PTH 202 and PTH 242.

Actual Results of Assessment (Percentage): 100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 100% of students successfully completed the safety sections of the midterm and final lab practicals with a score of 80% or higher.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: Students scored high in both PTH 202 and PTH 242 on the safety skills for the midterm and final lab practicals. All practicals involved a moderate level of critical thinking skills indicating appropriate student progression.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Lab practicals at this time for PTH 202 and PTH 242 incorporate a moderate level of critical thinking skills. Will monitor if the level of critical thinking involved on these practicals needs to
be advanced, however, at this time, it is thought a moderate level is indicated for the 2nd semester.

Re-evaluation Date:
8/5/2016

Changes made to process/modifications:
PTH 242 will move to Spring semester next year to allow PTH 240 to be moved into the Fall semester. Students are having difficulty managing 3 labs in first semester, so will balance courses to allow for 2 core courses with labs to be placed in each of the 3 semesters.

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

CRITICAL THINKING SKILLS

Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate critical thinking skills in classroom, laboratory, and clinical environments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Physical Therapist Assistant
Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Students will utilize critical thinking skills to modify physical therapy interventions within the plan of care to maintain safe practice.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will utilize critical thinking skills to modify physical therapy interventions within the plan of care to maintain safe practice.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% on the PTH 244 final lab practical to show the ability to modify interventions within the plan of care to ensure safe and effective treatment.

Student Success Improvement Goal:
100% of students will score at least 82% on the PTH 244 final lab practical to ensure the ability to modify interventions within the plan of care to ensure safe and effective treatment.
Student Group to be Assessed:
Students enrolled in PTH 244.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students demonstrated the ability to modify a treatment intervention within the plan of care to ensure safe patient care interventions.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scored high in the area of treatment modification for safe patient care. Case scenarios included a high level of critical thinking skills to ensure patient safety.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students scored high in the area of treatment modification for safe patient care. Scenarios were improved to involve a high level of critical thinking as this is the last course that includes a lab component prior to students attending clinical rotations. Students are well prepared for the clinical setting where they will be responsible for treating real patients.

Re-evaluation Date:

Changes made to process/modifications:
Continue using scenarios that involve high levels of critical thinking to ensure patient safety.

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Students will recognize physiological and psychological changes in a patient and use critical thinking skills to respond appropriately.
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will recognize physiological and psychological changes in a patient and use critical thinking skills to respond appropriately.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% on the final lab practical for PTH 244.

Student Success Improvement Goal:
100% of students will score a minimum of 82% on the final PTH 244 lab practical.

Student Group to be Assessed:
Students enrolled in PTH 244.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored at least 80% on the final PTH 244 lab practical.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students must use critical thinking skills on the final PTH 244 lab practical to modify treatment interventions based on physiological and/or psychological changes in a patient to ensure safe practice. Students enrolled in PTH 244 scored high in this area and met the established goal. Faculty will meet at the end of each semester to review case scenarios used for lab practicals to ensure the scenarios incorporate the need for critical thinking skills and treatment modifications for safe practice.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Lab practical scenarios need to be representative of real life patients that students will likely have to treat while on clinical affiliations. Therefore, it is critical for faculty to create realistic scenarios for lab practicals that will mimic situations students will encounter while on clinicals. 100% of students scored above the 80% criteria on the final lab practical in PTH 244 to advance to the clinical setting.

Re-evaluation Date:
8/5/2016

Changes made to process/modifications:
Faculty will meet at the end of each semester to review case scenarios that are established for midterm and final lab practicals. Modifications will be made as needed to ensure critical thinking skills are being implemented so that safe patient care is practiced at all times.

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
RELATED ITEM LEVEL 1
Students will be able to analyze course content and demonstrate competency on written examinations.
Embedded Outcome Number:
B-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to analyze course content and demonstrate competency on written examinations.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score 80% or higher in PTH 205 and PTH 240.

Student Success Improvement Goal:
100% of students will score 82% or higher in PTH 205 and PTH 240.

Student Group to be Assessed:
Students enrolled in PTH 205 and PTH 240.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 80% or higher in PTH 205 and PTH 240.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?: 
100% of students passed PTH 205 with 80% or higher. 95% passed PTH 240 with 80% or higher. Moving forward, PTH 240 will be moved to fall semester to avoid overload by having students take 3 core lab courses in the summer semester, as they do now. This will hopefully allow students to better understand content in PTH 205 that is carried over into the PTH 240 course.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

PTH 240 is a very in depth course that requires a strong knowledge of muscle actions, origins, insertions, and nerve innervations that is learned in PTH 205. Students find PTH 240 to be one of the harder courses in the curriculum. Therefore, an attempt will be made to lessen the load in the summer by moving PTH 240 from summer to fall semester. This should allow students more time to focus on learning the muscles rather than memorizing them. With a better knowledge of the muscles prior to taking, PTH 240, students should be able to better apply the knowledge for improved grades.

**Re-evaluation Date:**
8/5/2016

**Changes made to process/modifications:**
No changes were made this academic year, but moving forward, plans are to move PTH 240 from summer to fall semester beginning summer of 2016.

**Person responsible for modifications:**
Lynn Fralix

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**

**PROFESSIONALISM**
**Number:**
C
FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism, ethical, and legal behaviors.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Physical Therapist Assistant

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Practice Standards of legal and ethical conduct as established by the APTA.

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Practice Standards of legal and ethical conduct as established by the APTA.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% in PTH 101.

Student Success Improvement Goal:
100% of students will score at least 82% in PTH 101.

Student Group to be Assessed:
Students enrolled in PTH 101.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students enrolled in PTH 101 successfully completed the course with an 80% or above average.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scored high in this course with 100% meeting the 80% or above goal. After removing patient care skills and data collection skills from this course, students were able to spend more time on documentation SC Practice Act, and APTA Value Based Behaviors.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students had a better understanding of documentation and values within the profession. Students demonstrated improved professional behavior as a result of more time being spent to teach students how to appreciate the values of our profession.
Re-evaluation Date:
8/5/2016

Changes made to process/modifications:
With the removal of patient care skills and assessment skills, more time was allotted for documentation, legal, ethical, and value based behaviors.

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Students will utilize the eight Value-Based Behaviors published by the APTA during patient care activities.
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will utilize the eight Value-Based Behaviors published by the APTA during patient care activities.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% in PTH 275.
Student Success Improvement Goal:
100% of students will score a minimum of 82% in PTH 275.

Student Group to be Assessed:
Students enrolled in PTH 275.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students successfully completed PTH 275 with a score of 80% or higher.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scored extremely high in PTH 275. Improvements were made throughout the curriculum with the 8 core values being demonstrated 100% during the PTH 275 course. Moving forward, the program will assess how these professional values are carried into the workforce through employee surveys.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
While it is great students demonstrate an appreciation for the 8 core values established by the APTA, it is important these values are carried forward into the workplace. This will be monitored through employee surveys that address the student's professionalism, ethical, and legal values.

Re-evaluation Date:
8/5/2016

Changes made to process/modifications:
No changes were made but the program will continue to monitor professional behavior while role modeling the expected behaviors during class and lab time.
Person responsible for modifications:  
Lynn Fralix

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:  
No

Associate Degree, Radiologic Technology and Related Certificates

POSSESS PROBLEM SOLVING AND CRITICAL THINKING

Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will possess problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Progress:  
Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
96.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

Achieve diagnostic radiographs on trauma patients

Embedded Outcome Number:

A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

The student will be able to achieve diagnostic radiographs on trauma patients.

Type of Assessment:

Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

1.0

Minimum Expected Outcome for Level of Achievement (Text):

On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 130 and RAD 136.

Simulated Lab

Psychomotor Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 130

RAD 136

**Actual Results of Assessment (Percentage):**

100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results**

RAD 130= 93.25

RAD 136= 95.79

RAD 130: N = 26

RAD 136: N = 24

Scapula Y, Trans-thoracic humerus, X-table C-Spine & Hip were used.

**Results of Assessment Date:**

Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Results 2014-15**

RAD 130= 92.36

RAD 136= 92.6

When comparing the 2014-15 result to the 2015-16 there is an increase in RAD 130 with an increase in sample size. In RAD 136 there is a significant increase in the results and sample size.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The Advisory Committee commented that this indicates that students are consistently retaining information from one semester to the next. They also said this Outcome should continue to be assessed.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
We will continue to monitor for another year and consider changes for the 2017-18 year.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Achieve diagnostic radiographs on trauma patients.
Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will be able to achieve diagnostic radiographs on trauma patients.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 90

Psychomotor Evaluation Form

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
All RAD students.

**Actual Results of Assessment (Percentage):**
96.79

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students were evaluated on scapula Y, x-table hip and x-table c-spine prior to graduation. There were a total of 24 evaluations completed and students scored 96.79 out of a possible 100.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students maintained proficiency on radiographing trauma patients in the lab and clinical setting consistently.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

We will continue to work with students in the lab and clinical setting to maintain knowledge and promote continuous program improvement.

Re-evaluation Date:
7/31/2017

Changes made to process/modifications:

We will continue the use of additional equipment to provide an environment of advanced learning.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate ability to critique and analyze radiographic images.
Embedded Outcome Number:
A-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will demonstrate ability to critique and analyze radiographic images.

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score ≥ 75 in RAD 165 and an avg. score ≥ 80 in RAD 268.

Film Critique

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 268

Actual Results of Assessment (Percentage):
86.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
RAD 165: 87.61
RAD 268: 84.4
RAD 165: N = 24
RAD 268: N = 18

N = number of student evaluations

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Benchmark was met.
Student scores increased from the 2014-15 year.
Student scores decreased from RAD 165 to RAD 268.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Student scores decreased slightly in RAD 268 due to difficulty level of exams critiqued.
Student scores increased from 2014-15 scores.

**Re-evaluation Date:**
6/30/2016

**Changes made to process/modifications:**
Will continue to work with students in the clinical and classroom settings to promote continuous program improvement.

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**RELATED ITEM LEVEL 1**

**Demonstrate ability to critique and analyze radiographic images.**

**Embedded Outcome Number:**

A-2.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**

Student will demonstrate ability to critique and analyze radiographic images.

**Type of Assessment:**

Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

1.0

**Minimum Expected Outcome for Level of Achievement (Text):**

On a 0-100 point scale 100% of the students will have an avg. score of ≥ 80 in RAD 165 and an avg. score ≥ 85 in RAD 268.

Continued Proficiency Evaluation Form

**Student Success Improvement Goal:**
Student Group to be Assessed:

RAD 165
RAD 268

Actual Results of Assessment (Percentage):
91.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

RAD 165: 90.46
RAD 268: 92.2

RAD 165: N = 24
RAD 268: N = 16

N = The number of student evaluations

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Benchmarks were met.

Students demonstrate continued proficiency in the evaluation of radiographic images in the clinical setting.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students demonstrated continue proficiency on exams in the clinical setting. This supports the continued use of this assessment to promote continuous program improvement.

Re-evaluation Date:
6/30/2016

Changes made to process/modifications:
Will continue to assess the data and work with students to increase results.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

DEMONSTRATE ENTRY LEVEL ACADEMIC & TECHNICAL COMPETENCE
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate academic & technical competence as an entry level radiographer

Progress:
Completed

Responsible Roles:
Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
97.4

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1

Produce a diagnostic quality image.
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to produce a diagnostic quality image.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):

On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 165 and an avg. score > 90 in RAD 258.

Psychomotor Evaluation Form
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165

RAD 258

Actual Results of Assessment (Percentage):
96.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

RAD 165: 97.29

RAD 258: 96.39

RAD 165: N = 194

RAD 258: N = 137

N = The number of student evaluations

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Benchmarks met.

Students progressing from freshman to senior level continue to retain the knowledge and skills necessary to produce a diagnostic quality image.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Benchmarks were met and students demonstrate skills consistent with the retention of knowledge, therefore, the assessment tool is useful in gathering this type of data.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Will continue to monitor assessments and work with students to promote continuous program improvement.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Produce a diagnostic quality image.
Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to produce a diagnostic quality image.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score $\geq 85$ in RAD 165 and an avg. score $\geq 90$ in RAD 258.

Continued Proficiency Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):

100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

RAD 165: 90.46
RAD 258: 91.75

RAD 165: N = 24
RAD 258: N = 16
N = The number of student evaluations

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?**:
Students demonstrated progression from the freshman to senior level when performing various exams.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
Based on the results students continue to retain knowledge when moving from the freshman to senior level when performing various exams.

**Re-evaluation Date:**
6/30/2017

**Changes made to process/modifications:**
We will continue to use this assessment tool for the 2016-17 year and then re-evaluate.

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**RELATED ITEM LEVEL 1**

**Apply positioning skills in Lab and clinical setting.**

**Embedded Outcome Number:**
B-2.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will apply positioning skills in Lab and clinical setting.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg score of ≥ 2 in RAD 136 and an avg. score ≥ 2.5 in RAD 230.

Simulated Lab Final
Psychomotor Evaluation Form(Q4)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 136
RAD 230

Actual Results of Assessment (Percentage):
100.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Met for RAD 230. RAD 136 not assessed.

Results

RAD 136= Not evaluated.

Machine down at the College and the Hospital could not accommodate for lab check off.

RAD 230= 2.5

RAD 136: N = 0
RAD 230: N = 8

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The benchmark was met for the group assessed. RAD 136 was not assessed so a comparison cannot be done.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students were able to apply the information learned.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Will continue to used the assessment tool. Therefore, no changes will be made.
Apply positioning skills in lab and clinical setting.
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Students will apply positioning skills in lab and clinical setting.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an an avg. score > 2.25 in RAD 165 and an avg. 2.5 in RAD 258.

Psychomotor Evaluation Form(Q4)

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Both benchmarks were Met.

Results

RAD 165 = 2.83

RAD 258 = 2.72

RAD 165: N = 196

RAD 258: N = 125

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Senior students scored lower when preforming in the clinical setting than freshman. This could be due to the increased level of difficulty in exams.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
When comparing the outcomes data, the scores at the senior level are slightly lower. This could be due to difficulty level of exams performed.

Re-evaluation Date:
6/30/2017
Changes made to process/modifications:
Will continue to work with students in the clinical area to increase proficiency when positioning patients.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate competence in the clinical and classroom environments.
Embedded Outcome Number:
B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate competence in the clinical and classroom environments.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of $\geq 85$ in RAD 165 and an avg. score $\geq 90$ in RAD 258.

Continued Proficiency Evaluation Form
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 168
RAD 258

Actual Results of Assessment (Percentage):
91.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Both benchmarks Met.

Results

RAD 165= 90.46
RAD 258= 91.75

RAD 165: N = 24
RAD 258: N = 16

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Student performance when evaluated for continuous competence demonstrates an increase in scores and retention of knowledge.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Exams are more difficult at the senior level than freshman but students show an increase in retention of knowledge.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Will continue to monitor and work with students to maintain proficiency.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Demonstrate competence in the clinical and classroom environments.
Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate competence in the clinical and classroom environments.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 4 point scale 100% of the students will have an average GPA of ≥ 3.0.

Student Academic Evaluation

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark Met

Results

3.49

N = 8

Met: 2012 – 3.4
Met: 2013 – 3.29
Met: 2014 – 3.36
Met: 2015 – 3.51
Met: 2016 – 3.49

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
Graduates continue to retain knowledge and skills throughout the program. Over the course of years students have consistently maintained above a 3.0 GPA.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Graduates have mastered the knowledge and skills necessary to function as a competent radiographer.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will communicate effectively in the classroom and clinical setting.

Progress:
Completed

 Responsible Roles:

 Program:
 Associate Degree, Radiologic Technology and Related Certificates

 Cumulative Assessment Results (Numeric):
 100.0

 Cumulative Assessment Results (Text):

 Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
 No

 Online Instructional Delivery:

 Offsite Instructional Delivery:

 Traditional/Hybrid Instructional Delivery:

 Analyze the disaggregated data results above:

 ASSESSMENT(S)----------------------------------------------------------
 RELATED ITEM LEVEL 1
 Demonstrate effective oral communication skills
 Embedded Outcome Number:
 C-1.a

 Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
 Students will demonstrate effective oral communication skills with patients.

 Type of Assessment:

 Minimum Expected Outcome for Level of Achievement (Percentage):
 100.0

 Minimum Expected Outcome for Level of Achievement (Text):

 On a 0-3 point scale 100% of the students will have an avg score ≥ 2.25 in RAD 165 and an avg. score ≥ 2.5 in RAD 258.

 Psychomotor Evaluation Form (Q2, Q3, Q14)
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):

100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Both benchmarks Met.

Results

RAD 165 = 2.95
RAD 258 = 2.96

RAD 165: N = 196
RAD 258: N = 127

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Students maintained their ability to communicate with patients in the clinical setting from freshman to senior year.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Freshman and senior students have learned how to effectively communicate with patients in the clinical setting.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Faculty will continue to stress the importance of good communication skills when working with patients in the clinical environment.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate effective oral communication skills
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg. score $\geq 2.5$ in RAD 165 and an avg. score $\geq 2.7$ in RAD 268.

Clinical Evaluation Forms:

FR Form (Q14)

SR Form (Q17)

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165

RAD 258

Actual Results of Assessment (Percentage):

100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Both benchmarks Met.

Results

RAD 165 = 2.96

RAD 258 = 2.96

RAD 165: N = 83

RAD 258: N = 47
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students consistently scored above the benchmarks when being evaluated on communication skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The activities associated with oral communication continues to work well with student performance.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Assessments currently in place will continue to be used to promote student success when communicating with patients.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate effective oral communication skills
Embedded Outcome Number:
C-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills in the classroom.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-50 point scale rubric 100% of the students will have an avg. score ≥ 35%.

Paper/Presentation Grading Sheet Rubric
(Presentation of Topic)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 101

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark Met.

RAD 101 = 45.4
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scored an average of 45.4 out of 50% on the presentation required in RAD 101.
The benchmark of ≥35% was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students are able to communicate orally when required to present material orally to their peers.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Faculty will continue to stress the importance of oral communication with peers in a classroom setting.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate effective written communication skills
Embedded Outcome Number:
C-3.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-50 point scale rubric 100% of the students will have an average score ≥ 35%.

Paper/Presentation Grading Sheet Rubric

(Educational Value/Organization of Material)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 101

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark Met.

Results

RAD 101= 44.4
RAD 101: N = 13

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students averaged a score of 44.4% out of a possible 50% on the written portion of the research paper in RAD 101.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students have the ability to communicate effectively when writing a research paper. Additional writing assignments will be made to ensure continued effective writing skills.

Re-evaluation Date:
6/30/2017

Changes made to process/modifications:
Faculty will continue to stress the importance of good written communication skills with students.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate effective written communication skills
Embedded Outcome Number:
C-3.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. of $\geq 85$ in RAD 258 and an avg. score $\geq 90$ in RAD 268.

Observation Paper Rubric

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 258
RAD 268

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark Met.

**Results**

RAD 258= 95.5
RAD 268= 91.87
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scored above the benchmarks set for Observation papers in RAD 258 and RAD 268. Scores were lower in RAD 268 than RAD 258.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Although students scored above the benchmarks on Observation papers in RAD 258 and RAD 268, lower scores were received in RAD 268. This could be the result of students not spending as much time on the papers in RAD 268. This is a beneficial assignment to maintain student written communication skills.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
Faculty will continue to stress the importance of good written communication skills with students.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
DEMONSTRATE PROFESSIONALISM

Number: D

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate professional attitudes, behavior and ethics in the clinical and classroom environment as well as participate in professional development activities

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
83.3

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate professional attitudes, behavior and ethics.
Embedded Outcome Number:
D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:


Students will demonstrate professional attitudes, behavior and ethics.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg. score ≥ 2.5 in RAD 165 and an avg. score ≥ 2.7 in RAD 258.

Clinical Evaluations
Sr. Form: 5, 7, 8, 9, 11, 12;
Fr. Form: 1, 7, 9, 10, 11, 13

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was Met.

Results

RAD 165 = 2.97
RAD 258 = 2.98

RAD 165: N = 82
RAD 258: N = 47

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Results 2014-15

Fr: 2.98
Sr: 2.96

No significant change in results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The Advisory Committee agreed that this should be assessed because it is expected behavior in their departments.

Re-evaluation Date:
6/30/2017
Changes made to process/modifications:
Faculty decided to increase benchmark for 2016-17.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate professional attitudes, behavior and ethics
Embedded Outcome Number:
D-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-5 point scale 100% of the students will have an avg. score ≥ 4.

Employer Satisfaction Surveys(Q3)

Student Success Improvement Goal:
Student Group to be Assessed: All RAD students.

Actual Results of Assessment (Percentage): 0.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results

Data unavailable at this time. Employer surveys were not returned.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Results 2014

Avg. score: 5

Unable to assess.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Surveys were not returned therefore, results cannot be compared.

Re-evaluation Date:
7/31/2017
Changes made to process/modifications:
Surveys will be resent.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Apply radiation protection practices
Embedded Outcome Number:
D-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will apply radiation protection practices on patients in clinical (Collimation and Shielding factors).

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an average score ≥ 2.25 in RAD 165 and an average score ≥ 2.5 in RAD 258.

Psychomotor Evaluation Form (Q8, Q10)

Student Success Improvement Goal:
Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark Met.

Results

RAD 165 = 2.87
RAD 258 = 2.84

RAD 165: N = 196
RAD 258: N = 111

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Results 2014-15

Avg. Score:
No significant change in results.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**

*What actions will be taken?:*  
The Advisory Committee agreed this should continue to be assessed and proper shielding should be stressed.

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**Re-evaluation Date:**
7/31/2017

**Changes made to process/modifications:**
Faculty decided to increase benchmark for 2016-17.

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Apply radiation protection practices**

*Embedded Outcome Number:*
D-2.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students will apply radiation protection practices on patients in clinical (Collimation and Shielding factors).
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 1.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an average score of $\geq 2.25$ in RAD 165 and an average score $\geq 2.5$ in RAD 258.

Continued Proficiency Evaluation Form (Q8, Q10)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: Benchmark met.

Results 2014-15

Avg. Score:
RAD 165= 2.5
RAD 258= 2.61
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
In RAD 258 senior scores significantly increased scores. No significant change in RAD 165 freshman scores. This is the first semester that Continued Proficiencies are done on Freshman students.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
In RAD 258 senior scores significantly increased scores. No significant change in RAD 165 freshman scores. This is the first semester that Continued Proficiencies are done on Freshman students.

Re-evaluation Date:
7/31/2017

Changes made to process/modifications:
Will continue to monitor results.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Learn the importance of Professional Development
Embedded Outcome Number:
D-3.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?
Student will learn the importance of Professional Development for continuous learning

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale rubric 100% of the students will have an average of ≥ 90.

Professional Development Assignment

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD Freshman students.

Actual Results of Assessment (Percentage):
0.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was Not Met.

Results
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Results 2014-15

Avg. score: 94.66

The scores in 2015 demonstrated a significant decrease. Students did not complete assignment correctly.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students did not complete assignment correctly.

Re-evaluation Date:
7/31/2017

Changes made to process/modifications:
The plan to increase scores will be to go through instructions with a very detailed description of the rubric supplied and definition of professionalism reiterated.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RAD 175: = 87

N = 10
Learn the importance of Professional Development

**Embedded Outcome Number:**
D-3.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Student will learn the importance of Professional Development for continuous learning.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
1.0

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-100 point scale rubric 100% of the students will have an average score ≥ 85.

Observation Paper

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
All RAD students.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Benchmark Met.
Results

RAD 268: = 91.87

N = 8

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Benchmark met.

Results 2014:

Avg. score: 95

Decrease in RAD 268 scores from last year. Decrease was investigated. 7 out of 8 students received an “A” and 1 student received a low “B” which affected overall results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Decrease in RAD 268 scores from last year. Decrease was investigated. 7 out of 8 students received an “A” and 1 student received a low “B” which affected overall results. However, the benchmark was met.

Re-evaluation Date:
7/31/2017

Changes made to process/modifications:
The Advisory Committee agreed that we should continue with this assessment.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Respiratory Care Technology

COGNITIVE SKILLS

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate the cognitive skills needed to function in the profession of Respiratory Care.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Respiratory Care Technology

Cumulative Assessment Results (Numeric):
95.0

Cumulative Assessment Results (Text):
95% of students/graduates demonstrated the cognitive skills needed to function in the profession of respiratory care.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Credentialing
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will possess the cognitive skills needed to function in the healthcare environment by passing the national credentialing examination (TMC).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of graduates will pass the Therapist Multiple Choice credentialing exam after graduation.

Student Success Improvement Goal:

Student Group to be Assessed:
All 2015 graduates

Actual Results of Assessment (Percentage):
89.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
89% of graduates passed the Therapist Multiple Choice credentialing
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

8 of 9 (89%) of 2015 graduates passed the Therapist Multiple Choice credentialing exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

The program will actively seek new ways to improve graduate success on credentialing exams.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
CoARC Employer Satisfaction Survey
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Employers will rate the cognitive skills of graduates on the Employer Satisfaction (CoARC) Survey.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
The graduate will accomplish this by receiving a score of 3 or greater by the Employer on at least 80% of returned Employer Surveys. Based on Likert scale of 1-5.

Student Success Improvement Goal:

Student Group to be Assessed:
All 2015 Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Employers were satisfied with graduates cognitive skills.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Employers rated all 2015 graduates with scores of 3 or greater on employer satisfaction surveys regarding cognitive skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

We will actively seek new methods to develop the cognitive skills of students and program graduates.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**TECHNICAL SKILLS**

**Number:**
B

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?**:
The student will demonstrate the technical skills needed to function in the clinical environment.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Respiratory Care Technology

**Cumulative Assessment Results (Numeric):**
100.0
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Clinical Competencies
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate the technical skills needed to function in the clinical environment by achieving an average score of 80% or greater on clinical competencies in all clinical courses.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
Students will achieve this by receiving an average score of 80% or greater on clinical competencies.

Student Success Improvement Goal:

Student Group to be Assessed:
2016 graduates

Actual Results of Assessment (Percentage):
100.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of 2016 graduates successfully completed their clinical competencies

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of 2016 graduates successfully completed their clinical competencies.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The program will actively seek new methods to help students be successful on their clinical competencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

CoARC Employer Satisfaction Surveys
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate sufficient technical skills by receiving satisfactory scores on Employer Surveys.
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 0.8

Minimum Expected Outcome for Level of Achievement (Text): At least 80% of Employer surveys will give the students a rating of 3 or greater. Based on the Likert scale of 1-5.

Student Success Improvement Goal:

Student Group to be Assessed: All 2015 graduates

Actual Results of Assessment (Percentage): 100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of 2015 graduates received a score of 3 or higher on employer satisfaction surveys for technical skills

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Employers were satisfied with the technical skills of the 2015 graduates
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

We will actively seek ways to continue to develop the technical skills of the program graduates.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

AFFECTIVE BEHAVIOR
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate professional attitudes, behavior and ethics in the clinical environment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Respiratory Care Technology
Cumulative Assessment Results (Numeric):  
100.0

Cumulative Assessment Results (Text):  
100% of students/graduates were able to demonstrate satisfactory affective behavior needed in the clinical environment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATERT ITEM LEVEL 1
Demonstrate professional attitudes, behavior and ethics
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics in the clinical environment by receiving satisfactory scores on daily clinical evaluations.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will earn a score of 80 or higher on affective behavior on the daily clinical evaluations.
Student Success Improvement Goal:

Student Group to be Assessed:
2016 graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of 2016 graduates demonstrated the professional behavior, attitude, and ethics needed to be successful in clinical evaluations.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of 2016 graduates demonstrated the professional behavior needed for clinical evaluations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The program will continue to update program curriculum to help students develop professional behavior.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

CoARC Employer Satisfaction Surveys
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate affective behavior by receiving a score of 3 or greater on the returned Employer Survey results.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):
80% of returned Employer Surveys will rate graduates with a score of 3 or greater on affective behavior.

Student Success Improvement Goal:

Student Group to be Assessed:
All 2015 graduates.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

All of the 2015 graduates received scores of 3 or greater on employer satisfaction surveys.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Employers were satisfied with the affective behaviors of the 2015 graduates.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?:**

We are continuing to develop the skills that graduates will need in the workplace.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**Certificate, Computed Tomography**

**PROBLEM SOLVING AND CRITICAL THINKING**

**Number:**
A

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Possess problem solving and critical thinking abilities needed to function in the changing healthcare environment.

**Progress:**
Completed
### Responsible Roles:

### Program:
Certificate, Computed Tomography

### Cumulative Assessment Results (Numeric):
100.0

### Cumulative Assessment Results (Text):
100% of students scored 80 or above on Psychomotor evaluations. The average for all students was a 95.

### Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

### Online Instructional Delivery:
100.0

### Offsite Instructional Delivery:

### Traditional/Hybrid Instructional Delivery:

### Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
<th>Achieve quality images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Outcome Number:</td>
<td>A-1</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
The student will be able to achieve quality images.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
1.0

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will achieve an avg. score ≥ 80 (0-100 point scale)
Psychomotor Evaluation

Student Success Improvement Goal:
A minimum of 80% of students will achieve a grade of 80 or better on their Psychomotor evaluations.

Student Group to be Assessed:
RAD 160

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 80 or better on their Psychomotor evaluations. The average of all Psychomotor evals was 95.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
A goal of 100% of students achieving a score of 80 or better on their psychomotor evaluation ensures that all students are able to achieve high quality images in various situations and with varying body habitus'. We will continue to strive for a 100% success rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Maintain 100% success rate.

Re-evaluation Date:

Changes made to process/modifications:
Continue to provide clinical sites with evaluation expectations and objectives. Encourage students to practice each procedure multiple times before being evaluated.
Person responsible for modifications: 
Amy Westbury

Progress: 
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ACADEMIC COMPETENCE
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate academic competence as an entry level Computed Tomography Technologist.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
At this time, one of the four graduates has taken the ARRT CT registry. That student passed on their first attempt.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery :
100.0
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Pass ARRT National Certification on the First Attempt
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT National Certification exam will pass on their first attempt.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
75% of students who take the ARRT CT registry will pass on their first attempt.

Registry Pass Rate

Student Success Improvement Goal:
Achieve greater than 75% pass rate.

Student Group to be Assessed:
Graduates

Actual Results of Assessment (Percentage):
100.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
At this time, one of the four graduates have attempted to take the ARRT CT registry. The student was successful in passing the registry.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students are not taking the registry immediately after graduating from the program.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

ARRT pass rates reflect students attainment of academic competency in Computed Tomography.

Re-evaluation Date:

Changes made to process/modifications:
Continue to encourage students to apply for the ARRT CT registry immediately following graduation. Students did input all clinical requirements in the ARRT website and were approved to take the registry as soon as they completed the educational and clinical requirements. Research options for CT registry review.

Person responsible for modifications:
Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CLINICAL COMPETENCE
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate Clinical Competence as an entry level Computed Tomography Technologist.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students successfully completed the RAD 160 senior clinical course with an 90 or greater. This is an improvement from last years class in which 80% of the class scored 80 or above in the RAD 160 course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :
100.0

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Perform High Quality CT Examinations
Embedded Outcome Number:
C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will perform high quality CT examinations on patients according to clinical and ARRT national standards.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve on a (0-100 point scale) an avg. score ≥ 80 in RAD 160

RAD 160 Grade

Student Success Improvement Goal:
Exceed a minimum 80% pass rate in RAD 160.

Student Group to be Assessed:
RAD 160

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored an average of 80 or greater in Rad 160. All four of the students enrolled in RAD 160 passed with a 90 or above.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students scored 90 or better in the RAD 160 senior clinical course which assess' the students ability to perform as an entry level
CT technologist in the clinical setting. This is 10 points higher than the minimum expected outcome.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**

**What actions will be taken?:**
The RAD 160 senior clinical course grade reflects the students ability to excel in the clinical setting and perform as an entry level CT Technologist.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Students entered all ARRT clinical requirements into the ARRT online database and kept paper records of their procedures in case they are audited by ARRT. Encourage student to take the registry as soon as possible after graduation.

**Person responsible for modifications:**
Amy Westbury

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

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**Certificate, Emergency Medical Technician**

**BASIC EMERGENCY CARE**

**Number:**
A

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Provide basic emergency care required at the scene of a traumatic injury or emergency

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Emergency Medical Technician

**Cumulative Assessment Results (Numeric):**
100.0

**Cumulative Assessment Results (Text):**
All program students demonstrated understanding in this area.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**
Yes

**Online Instructional Delivery :**

**Offsite Instructional Delivery :**
100.0

**Traditional/Hybrid Instructional Delivery :**
100.0

**Analyze the disaggregated data results above::**
The offsite course, taught in St. Matthews, has traditionally had smaller class sizes. The total number of students for two classes was four. The on-campus course had an enrollment of 11. Regardless of location, instructors delivered material using similar methods. Students were able to grasp the concepts in this area.

**ASSESSMENT(S)-----------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Trauma Assessment**

**Embedded Outcome Number:**
A-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
W: Completion of the Trauma Assessment
H: Students will be assessed based on their response a simulated traumatic event
W: All EMT Students
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.85

Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students

Actual Results of Assessment (Percentage):
1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All 15 students were successful in this area.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All 15 registered students demonstrated understanding of trauma assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors are reviewing material delivery methods, in order to identify areas for continuous improvement.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

BASIC LIFE-SAVING TECHNIQUES
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the skills for basic life-saving techniques and other emergency treatment.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric):
87.0

Cumulative Assessment Results (Text):
87% (13 of 15) of program students successfully scored greater than 75% on the medical patient assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes
Online Instructional Delivery:

Offsite Instructional Delivery:
50.0

Traditional/Hybrid Instructional Delivery:
100.0

Analyze the disaggregated data results above:
The on-campus course demonstrated keen understanding in this area. The offsite course struggled in with this learning outcome. Instructors will work to determine areas for improvement.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Medical Patient Assessment
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of the Medical Patient Assessment
H: Students will be assessed based on their response to a simulated medical emergency
W: All EMT Students
W: Semester 2
W: Laboratory setting

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
0.85

Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students
Actual Results of Assessment (Percentage):
0.87

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% (13 of 15) of program students successfully scored greater than 75% on the medical patient assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Of the 15 students who attempted the medical patient assessment, 13 were successful.

100% 2013-2014
95% 2014-2015
87% 2015-2016

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
While the benchmark for this area was met, a notable decline has been observed. Success on the medical patient assessment has declined over the past three years. Instructors will work with the program coordinator to examine the current process and identify areas of weakness.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

QUALITY, COMPREHENSIVE CARE
Number: C

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Work as a member of the emergency response team to provide quality, comprehensive care.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text):
All 15 students demonstrated understanding in this area.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:

Offsite Instructional Delivery: 100.0

Traditional/Hybrid Instructional Delivery: 100.0

Analyze the disaggregated data results above:
The offsite course, taught in St. Matthews, has traditionally had smaller class sizes. The total number of students for two classes was four. The on-campus course had an enrollment of 11. Each site showed a success rate of 100%.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Preceptor Evaluation
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of the Preceptor Evaluation Form
H: Students will participate in patient visits, and be assessed by Clinical Supervisors
W: All EMT Students
W: Semester 2
W: Clinical facilities, and vehicles

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 0.85

Minimum Expected Outcome for Level of Achievement (Text): 85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed: All EMT Students

Actual Results of Assessment (Percentage): 1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students who participated in clinical and received a preceptor evaluation scored above 75% on this assessment.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?**:
All students scored adequately on the preceptor evaluation.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
Faculty succeeded in successfully preparing the student for the clinical experience. Preceptors found student preparedness and professionalism to be adequate for the workplace. Faculty will continue to make improvements to the process, to ensure positive critiques continue.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Stefanie G. Brown

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**:

**COMMUNICATE EFFECTIVELY**

**Number:**
D

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?**:
Communicate effectively in the classroom and clinical setting.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Emergency Medical Technician

**Cumulative Assessment Results (Numeric):**
80.0

**Cumulative Assessment Results (Text):**
80% (12 of 15) of program students successfully scored greater than 75% on the verbal patient assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**
50.0

**Traditional/Hybrid Instructional Delivery:**
91.0

Analyze the disaggregated data results above:
The offsite course, taught in St. Matthews, has traditionally had smaller class sizes. The total number of students for two classes was four, with only two of those students passing. The on-campus course had an enrollment of 11, with 10 of those students finishing successfully.

**ASSESSMENT(S)**—-----------------------------------------------

**RELATED ITEM LEVEL 1**

**Verbal Patient Assessment**

**Embedded Outcome Number:**
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
W: Completion of a Verbal Patient Assessment

H: Students will communicate their preceptor experience to the instructor and peers. The assignment will also be submitted in written form.

W: All EMT Students

W: Semester 2

W: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.85

Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students

Actual Results of Assessment (Percentage):
0.8

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% (12 of 15) of program students successfully scored greater than 75% on the verbal patient assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Of the 15 students who presented their verbal patient assessments, 12 scored successfully.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
While the benchmark for this area was met, a notable decline has been observed. Success on the verbal patient assessment has declined over the past three years. Instructors will work with the program coordinator to examine the current process and identify areas of weakness.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Magnetic Resonance Imaging (MRI)
PROBLEM SOLVING AND CRITICAL THINKING
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?: 
Demonstrate problem solving and critical thinking abilities needed to function in the changing healthcare environment.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Magnetic Resonance Imaging (MRI)

**Cumulative Assessment Results (Numeric):**
100.0

**Cumulative Assessment Results (Text):**
100% of the 2015–2016 MRI students demonstrated their ability to problem solve and critically think by selecting appropriate technical factors and demonstrating the correct position on patients regardless of body habitus, pathology, injury or condition. Psychomotor evaluations assessed the selection of appropriate technical factors yielded an average score of 98.5 for all evaluations graded during the MRI 162 clinical course. The minimum expected outcome was an 80 for 90% of students. Clinical room evaluations assessed students positioning skills during clinical rotations. The minimum expected outcome was for 90% of students to score an average of 80 or greater. The outcome was exceeded with 100% of students scoring an average score of 97.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**
100.0

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**
While the goals were met for this outcome, the overall average scores on Psychomotor evaluations and clinical room evaluations were lower than the previous year. Reminding students to document technical factors and positioning techniques in their clinical notebooks with provide a resource to help them improve their skills throughout the program and as an MRI technologist.
ASSESSMENT(S)---------------------------------------------------

RELATED ITEM LEVEL 1

Imaging Parameters
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will select appropriate imaging parameters.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve an avg. score > 80 (0-100 point scale)

Psychomotor Evaluation Form

Student Success Improvement Goal:
Maintain greater than 90% success rate.

Student Group to be Assessed:
MRI 162

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored an average of 98.5 on the Psychomotor evaluations.

Results of Assessment Date:
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All student scored an average greater than 80% on Psychomotor evaluations.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?:**
Based on data from the average Psychomotor evaluations, students are using their problem solving skills to select appropriate imaging parameters.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Encourage students to keep a notebook documenting various techniques witnessed in clinical. Encourage multiple practice exams prior to "checking off" with a Psychomotor evaluation.

**Person responsible for modifications:**
Amy Westbury

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Demonstrate positioning skills**

**Embedded Outcome Number:**
A-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
The student will demonstrate positioning skills.

**Type of Assessment:**
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
90% of student will score an average ≥ 80 (0-100 point scale)

Clinical Room Evaluation

Student Success Improvement Goal:
Maintain greater than 90% success rate.

Student Group to be Assessed:
MRI 162

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students scored an average score of 97 on clinical room evaluations.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students exceeded the minimum expected outcome of an 80 average.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Seven students completed the MRI 162 course. All students scored above the minimum expected average score of 80 on all Clinical Room evaluations. The average score for all seven students is a 97.

Re-evaluation Date:
Changes made to process/modifications:
Require students to keep a clinical notebook documenting positioning techniques observed during the clinical rotations. Require students to practice the exams several times before checking off.

Person responsible for modifications:
Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ENTRY LEVEL CLINICAL COMPETENCES
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate Clinical Competences as an entry level MRI technologist

Progress:
Completed

Responsible Roles:

Program:
Certificate, Magnetic Resonance Imaging (MRI)

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students passed MRI 162 clinical course with a 90 average. The four students who have attempted the ARRT MRI registry passed on their first attempt.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.

No

**Online Instructional Delivery:**
100.0

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:
Students prove their ability to perform as an entry level MRI technologist by scoring above the minimum expected outcome in the MRI 162 clinical course and passing the ARRT MRI post primary registry on the first attempt.

**ASSESSMENT(S)**

**PERFORM HIGH QUALITY MRI EXAMINATIONS**

**Embedded Outcome Number:**
B-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**
Students will be able to perform high quality MRI examinations on patients according to established standards in the clinical setting.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
1.0

**Minimum Expected Outcome for Level of Achievement (Text):**
90% of students will achieve on a (0-100 point scale) an avg. score ≥ 85 in MRI 162

Final Course Grade

**Student Success Improvement Goal:**
Maintain a greater than 85% success rate.

**Student Group to be Assessed:**
MRI 162

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored a final grade average of 90 for the MRI 162 course.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All students scored an average of 90 in MRI 162 during the spring of 2016. The lowest grade was an 87 and the highest grade was a 99.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Based on the data collected, all students were able to perform high quality MRI examinations.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Continue using Psychomotor evaluations to assess each MRI procedure submitted to the ARRT. Encourage students to practice each procedure at least two times prior to obtaining an evaluation.

**Person responsible for modifications:**
Amy Westbury

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
National Certification
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT national certification exam will pass.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of students who take the ARRT Magnetic Resonance Imaging registry will pass.

Student Success Improvement Goal:
Maintain a greater than 75% pass rate.

Student Group to be Assessed:
2015-2016 MRI Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
At this time, four of the seven graduates have taken the MRI registry and passed.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Four students out of seven have attempted the ARRT post primary MRI registry and passed. Students have two years from the documentation of their first clinical procedure to take the registry.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Four of the seven MRI graduates have taken the registry and passed on their first attempt. Two others are scheduled to take it within the next two months.

**Re-evaluation Date:**

**Changes made to process/modifications:**
I will continue to monitor student attempts and results.

**Person responsible for modifications:**
Amy Westbury

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**COMMUNICATION**

**Number:**
C

**FY Start:**
7/1/2015

**FY End:**
6/30/2016

**Description - What will the student know or be able to do upon completion of the program?:**
Student will employ effective communication in a Health Care environment.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Magnetic Resonance Imaging (MRI)

**Cumulative Assessment Results (Numeric):**
79.0

**Cumulative Assessment Results (Text):**
79% of the cumulative assessment results were met. 100% of the oral communication assessment was met. 58% of the written communication assessment was met.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**
100.0

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**
100 of the oral communication assessment was met. Only 58% of the written communication assessment was met. 3 of the 4 graduates did not score at or above an average score of 85 on their discussion posts for MRI 111.

**ASSESSMENT(S)-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Oral Communication**

**Embedded Outcome Number:**
C-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students will demonstrate effective oral communication skills with patients and staff.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
1.0

**Minimum Expected Outcome for Level of Achievement (Text):**
100% of students will achieve an avg. score $\geq 85$ (0-100 point scale).

Clinical Room Evaluation

**Student Success Improvement Goal:**
Maintain a 100% success rate.

**Student Group to be Assessed:**
MRI 162

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students scored an average of 97 on their clinical room evaluations.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The average of all students, a 97, exceeded the minimum expected score of 85.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
According to the data collected from the clinical room evaluations, students are demonstrating effective oral communication skills to patients and staff.

**Re-evaluation Date:**
Changes made to process/modifications:
Continue discussions with students on the importance of effective communication with patients, co-workers, physicians and staff.

Person responsible for modifications:
Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Written Communication
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve on a (0-100 point scale) an Avg. score ≥ 85

Discussion Board Participation

Student Success Improvement Goal:
Maintain a success rate of 100%.
Student Group to be Assessed:
MRI 111

Actual Results of Assessment (Percentage):
57.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Four out of the seven (57%) students scored an average of 85 or better on their discussion posts.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students did not meet the minimum expected average of 85 by scoring a 85 or better average on all discussion board topics.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Three of the seven MRI students scored lower than an 85 average on their discussion posts.

Re-evaluation Date:

Changes made to process/modifications:
We will be changing to a new learning management system in summer of 2016. The LMS will allow feedback on individual discussion questions and grading for each individual post. This will help remind student of the importance of effective written communication.

Person responsible for modifications:
Amy Westbury

Progress:
Completed
Certificate, Mammography

PROBLEM SOLVING AND CRITICAL THINKING

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Progress: Completed

Responsible Roles:

Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text):
100% of spring 2016 Mammography students demonstrated their ability to problem solve and critically think by selecting appropriate technical factors and demonstrating positioning skills on all patients regardless of body habitus, pathology, injury or condition. Psychomotor evaluations demonstrating the appropriate use of technical factors yielded an average score of 99.22 for all 40 evaluations completed during the semester. The minimum expected outcome was an 85 or greater. Final course grades for the Rad 123 positioning course yielded an average score of 87 for all 10 students. The minimum expected outcome was for 80% to score an average of 80 or above.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

The average Psychomotor grades were slightly higher at 99.22 than the Fall 2014 averages of 99. The final RAD 157 average of 87 for spring 2016 were the same as the fall 2014 RAD 123 average of 87. Reorganization of course content in the new D2L system will hopefully improve the RAD 157 course averages.

ASSESSMENT(S)--------------------------------------------------------

RELATED ITEM LEVEL 1

Select appropriate technical factors
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will select appropriate technical factors based on patient condition. The student will select appropriate technical factors based on patient condition.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):

100% of students will achieve an avg. score ≥ 85 (0-100 point scale)

Psychomotor Evaluation

Student Success Improvement Goal:
Students will select appropriate technical factors for each patient regardless of body habitus, pathology, injury or condition by scoring higher than an 85 on the Psychomotor Evaluations.
Student Group to be Assessed:
RAD 125

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Number of Students - 10
Number of Psychomotor Evals - 4 per student
Total evaluations for semester - 40
Average score of the 40 evaluations - 99.22

The score exceeds the expected outcome of an 85 average of all Mammography students.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students scored an average of 85 or greater on the clinical Psychomotor evaluations which assess the students ability to select appropriate technical factors. The average increased overall from 98.48 in fall 2014 to 99.22 in spring 2016.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Ten students scored an average of 99.22 on their Psychomotor evals in Rad 125 for the spring 2016 semester. Each student was evaluated on four Pyschomotor evaluations (Baseline, Screening, Diagnostic and Augmented breast).

Re-evaluation Date:

Changes made to process/modifications:
Encourage students to review notes, practice several times before "checking off" and solicit feedback on practice exams from technologists prior to obtaining a Psychomotor eval.
Person responsible for modifications: Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate positioning skills
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will demonstrate positioning skills for screening, diagnostic and augmented breast imaging.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score ≥ 80 (0-100 point scale)

RAD 156 Positioning Test

Student Success Improvement Goal:
More than 80% of students will score 80 or above in the RAD 156 Positioning test.

Student Group to be Assessed:
RAD 156 Class
Actual Results of Assessment (Percentage):
90.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students scored above an 80 on the RAD 156 Positioning test. The average score was an 87.44 for all 10 students. A 95 was the highest grade and a 73.81 was the lowest final grade. One of the text students scored below an 80.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
90% of spring 2016 Mammography students demonstrated above average positioning skills. However, the overall average final grades for the RAD 123 positioning class in 2014 was an 87. The mammo program was revamped in the spring of 2016 and the Rad 123 class is no longer offered. Positioning is now included in the Rad 156 course. The average for the positioning test is the same if spring 2016 (87) as the average of the positioning course (87) in fall 2014.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
While 90% of Mammography students scored above the expected average of 80, the actual final grade average from fall 2014 is the same as the average of the positioning test in spring 2016. Students continued to practice and be assessed on positioning skills in the clinical setting after the positioning test in Rad 156.

Re-evaluation Date:

Changes made to process/modifications:
Include positioning video into course content.

Person responsible for modifications:
Amy Westbury

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ACADEMIC & TECHNICAL COMPETENCY

Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate academic & technical competence as an entry level Mammographer.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
Fall 2016 and spring 2016 students of the Mammography program demonstrated academic and technical competence by selecting appropriate equipment and ancillary devices and passing the national American Registry of Radiologic Technology registry.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
100.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above::
Spring 2016 demonstrated their ability to select appropriate equipment and ancillary devices in Mammography by scoring a 96 average on all Clinical Room Evaluations. The minimum expected outcome was for all students to score an average of 85 or better. The goal was met. Academic and technical competence was also proven by all fall 2015 students passing the American Registry of Radiologic Technologies post primary Mammography exam on their first attempt. The minimum expected outcome was for 75% of students to pass on their first attempt. Students will be encouraged to view, hold and ask questions about all equipment face to face with a technologist early in the semester. A video on mammography equipment will be included in course content.
Implementation of the ARRT’s electronic clinical documentation software was required for all 2015 2016 students. The use of this software decreased the time between completing of clinical requirements/program requirements and taking the national registry. Students can retain more program content and continue to maintain a 100% pass rate.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Use of Appropriate Equipment and Ancillary Devices to Produce High Quality Images
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will use the appropriate equipment and ancillary devices to produce high quality images.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.9

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve an avg. score ≥ 85 (0-100 point scale)

Clinical Room Evaluation
Student Success Improvement Goal:
90% of students will score an average of 85 or above on their clinical room evals.

Student Group to be Assessed:
RAD 125

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students scored an 85 or above average on their room evaluations. One of the ten students scored an average of 84 but all other students scored above an 85.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
90% of students demonstrated above average use of equipment and ancillary devices in order to produce high quality images in Mammography during the spring 2016 semester.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students are required to complete two clinical room evaluations during the clinical rotation. The first are due during mid semester and second is due at the end of the semester. The average for all room evaluations was a 96 which is 3 points higher than the fall 2014 class. The average for room evaluation #1 (due mid semester) was a 95 (92 for fall 2014 class). The average for room evaluation #2 (due at the end of the semester) was a 97 (94 for fall 2014 class). The grade increase throughout the semester shows students improvement in the use of appropriate equipment and ancillary devices to produce high quality images.

Re-evaluation Date:

Changes made to process/modifications:
Instruct students to spend a few minutes, during the beginning of clinical, going over each piece of equipment and ancillary device with a technologist. Instruct student to see, hold and ask questions about the purpose of each piece of equipment.

Send clinical site a clinical packet so techs are better prepared for what students need to practice in clinical.

Person responsible for modifications:
Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Take the ARRT national certification exam
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT national certification exam will pass on the 1st attempt.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of students who take the ARRT Mammography registry will pass on their 1st attempt

Registry Pass Rate
Student Success Improvement Goal:
Exceed a 75% Pass Rate

Student Group to be Assessed:
Within 1 year after completing the program.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the 7 Fall 2015 Mammography students that attempted the ARRT Mammography registry, passed on their first attempt.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
A goal of 75% of students taking the ARRT Mammography exam would pass on their first attempt. The goal was achieved when 100% of the Mammography students attempting the exam, passed on their first attempt. For the 2015-2016 academic year, all Mammography students are required to submit clinical documentation in electronic format on the ARRT’s website. Documentation of clinical competency on the website provides a more immediate and interactive feedback system for students and allows them to schedule registry exams sooner that in previous years. The ability to take the national exams immediately after completing the program is anticipated to help maintain a 100% registry pass rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
For the 2015-2016 academic year, all Mammography students are required to submit clinical documentation in electronic format on the ARRT’s website. Documentation of clinical competency on the website provides a more immediate and interactive feedback system for students and allow them to schedule registry exams sooner that in previous years. The ability to take the national
exams immediately after completing the program is anticipated to help maintain a 100% registry pass rate in future years.

Re-evaluation Date:

Changes made to process/modifications:
The ARRT online tool was implemented. Students completing online requirements are eligible to sit for the registry after I have verified completion of requirements. This allows me have a better idea of when students will take the registry.

Person responsible for modifications:
Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY

Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
The student will communicate effectively in the classroom and clinical setting.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
100% of students in the spring 2016 Mammography program scored a 99 average on the Psychomotor evaluations. 80% of students scored an 85 or greater on the Rad 156 discussion board postings and responses.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:
100.0

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
All 2015 spring Mammography students met the oral and written communication objectives by exceeding the minimum average of 85 on their Psychomotor evaluations (average was a 99) and meeting the minimum average of 85 by 80% of the class on discussion grades. Students continue to be encouraged to practice oral communication skills through video recorded simulations with family and friends. D2L will become the new learning management system in fall 2016. Instructions and tips on how to compose a good discussion question will be introduced during the first week of class. Discussion posts will be graded monthly and instructor feedback will be available to students in a private medium.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Effective oral communication skills
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients and staff

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
1.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve an avg. score ≥ 85 (0-100 point scale)

Psychomotor Evaluation Form

Student Success Improvement Goal:
All students will demonstrate effective oral communication skills by scoring an average of 85 or better on their Psychomotor evaluations.

Student Group to be Assessed:
RAD 125

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% students in the spring 2016 Rad 125 course scored an average 99 on Psychomotor Evaluations.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
A goal of 100% of students scoring an average of 85 or greater on Psychomotor Evaluations was met. Students scored 14 points higher than the projected average. The average score was a 99. This is the same as last year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
All students were able to successfully demonstrate oral communication skills in the clinical settings.
Re-evaluation Date:

Changes made to process/modifications:
Encourage students to practice technologist-patient conversations with family members or friends and have someone record the conversation in order for them to review and critique their oral presentation skills. Include a discussion question on professionalism.

Person responsible for modifications:
Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Demonstrate effective written communication skills
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score ≥ 85 (0-100 point scale)
Discussion Board Posts (Participation)

Student Success Improvement Goal:
Students will improve written communication skills through posting and responding to discussion questions on the message board.

Student Group to be Assessed:
RAD 156

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students scored 85 or greater on the RAD 156 discussion board postings. Two of the ten students scored a 71 average and all of the others were 85 and above with 100 being the average for 5 of the students.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
80% of students scored above the minimum expected score of an 85 on written discussion board. Two of the ten students scored below an 85. Future discussion questions will be graded monthly in D2L with the option to give students feedback on each response privately.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on the results achieved, students are able to demonstrate effective written communication.

Re-evaluation Date:

Changes made to process/modifications:
D2L will become new LMS and discussion questions will be graded individually each month and the opportunity to give feedback to each student privately will be available.
Person responsible for modifications:
Amy Westbury

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Certificate, Nursing Assistant
PERFORM DUTIES SAFELY AND EFFECTIVELY
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within the scope of practice as outlined by the requirements of the Nursing Assistant certification.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% (97 of 97 students) of the nursing assistant students demonstrated mastery of each competency.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Assessed for mastery of each clinical competency

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of clinical assessment in AHS 163 Long-Term Care
H: Students will work as the primary care providers for assigned patients with supervision, and will be assessed for mastery of each clinical competency
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Long-Term Care Facilities

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will successfully complete the clinical competency assessment.

Student Success Improvement Goal:
Engage students in live work environments to enhance lecture and laboratory learning.

Student Group to be Assessed:
All students registered for AHS 163 Long-Term Care
Actual Results of Assessment (Percentage):
1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% (97 of 97 students) of the nursing assistant students demonstrated mastery of each competency.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Compared to the previous academic year, students improved in this area. The current year's data shows a increase to 100%.

94% 2013-2014
86% 2014-2015
100% 2015-2016

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors worked to improve success in this assessing area by analyzing student understanding of clinical requirements and acceptable performance. Instructors discussed student performance at several points during the clinical experience. These efforts helped improve overall student performance. Efforts for improvement will continue.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ACADEMIC AND TECHNICAL COMPETENCE IN THE ROLE OF NURSING ASSISTANT

Number: B

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate academic and technical competence in the role of nursing assistant.

Progress: Completed

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
100% of students successfully completed the infection control skills assessment. This represents 97 of the enrolled students.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELEVANT ITEM LEVEL 1

Complete the written comprehensive exam to prepare for the State-administered certification exam

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Written Comprehensive Exam
H: Students will complete the written comprehensive exam to prepare for the State-administered certification exam
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 0.75

Minimum Expected Outcome for Level of Achievement (Text): 75% of CNA Students will score an 80% or higher on the written comprehensive exam.

Student Success Improvement Goal:
Improve student awareness of the importance of preparing for the written section of the state-administered certification exam.

Student Group to be Assessed:
All students registered for AHS 163 Long-Term Care.

Actual Results of Assessment (Percentage): 1.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students successfully completed the infection control skills assessment. This represents 97 of the enrolled students.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Following lecture and clinical practice, students were able to apply both sources of knowledge while attempting the written comprehensive exam. All of the students who attempted this exam were able to achieve a passing score of 80%.

100% 2013-2014
100% 2014-2015
100% 2015-2016 Current Year

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students showed great understanding of the material assessed by the written comprehensive exam. Going forward, instructors will add more material in each area to maintain student involvement and understanding.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

INFECTION CONTROL
Number: C

FY Start: 7/1/2015
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Understand and practice infection control per CDC, OSHA, and facility guidelines.

Progress: Completed

Responsible Roles:

Program: Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text): 100% of students successfully completed the infection control skills assessment. This represents 100 of the enrolled students.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Completion of Infection Control Skills Assessment
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of Infection Control Skills Assessment
H: Students will demonstrate various skills to include hand-washing, gowning, and gloving
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Laboratory

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will score an 80% or higher on this infection control assessment.

Student Success Improvement Goal:
Increase student awareness of infection control issues.

Student Group to be Assessed:
All students registered for AHS 163 Long-Term Care

Actual Results of Assessment (Percentage):
1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students successfully completed the infection control skills assessment. This represents 100 of the enrolled students.

Results of Assessment Date:
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:

All students demonstrated advanced abilities with the infection control skills.

100% 2013-2014
100% 2014-2015
100% 2015-2016 Current Year

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

All 100 students who attempted the infection control skills assessment were successful. As the trend continued from the previous year, faculty are aware of the need for a more challenging assessment. In the coming year, instructors will continue to improve the current assessment to offer students a more stimulating experience.

Reevaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SAFETY
Number:
D

FY Start:
7/1/2015

FY End:
Description - What will the student know or be able to do upon completion of the program?: Provide safe, competent care for the patient to promote health and wellness.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
A success rate of 100% is being reported in this area. This represents 100 of the 100 enrolled students.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Skills Assessment
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of Skills Assessment
H: After demonstrations and several practice sessions, students will perform each skill on a partner, and will be assessed by the Instructor
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Laboratory
Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will score an 80% or higher on the skills assessment.

Student Success Improvement Goal:
Enhance student learning to better prepare for the skills portion of the certification exam, and employment.

Student Group to be Assessed:
All students registered for AHS 163 Long-Term Care

Actual Results of Assessment (Percentage):
1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
A success rate of 100% is being reported in this area. This represents 100 of the 100 enrolled students.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students successfully completed the skills assessment.

94% 2013-2014
100% 2014-2015
100% 2015-2016 Current Year
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
After changing the attempt level to one, students were able to maintain a high level of success in this area. Instructors will continue to enhance the learning environment for students.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Patient Care Technician
PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF NURSING ASSISTANT
Number:
A

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Nursing Assistant certification.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician
Cumulative Assessment Results (Numeric): 84.0

Cumulative Assessment Results (Text): 84% (84 of 100 students) of the nursing assistant students demonstrated mastery of each competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Successful completion of clinical assessment in Long-Term Care
Embedded Outcome Number: A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of clinical assessment in AHS 163 Long-Term Care
H: Students will work as the primary care providers for assigned patients, and well be assessed for mastery of each competency
W: All students registered for AHS 163 Long-Term Care
W: Semester 1 of PCT Curriculum
W: Long-Term Care Facilities

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 0.75

Minimum Expected Outcome for Level of Achievement (Text): 75% of PCT Students will complete the Long-Term Care Clinical Assessment.
Student Success Improvement Goal:
Continue the current instructional and assessment system.

Student Group to be Assessed:
All students registered for AHS Long-Term Care

Actual Results of Assessment (Percentage):
0.84

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84% (84 of 100 students) of the nursing assistant students demonstrated mastery of each competency.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Compared to the previous academic year, students were less successful with completing the clinical assessment in AHS 163 Long-Term Care. During the 2014-2015 year, the success rate for this assessment was 86%. The current year's data shows a decline to 84%. A decline has been noted over the past three academic years.

94% 2013-2014
86% 2014-2015
84% 2015-2016 Current Year

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Although the goal of 75% was met, the decline from previous years is a concern. There were no changes with instructional delivery as compared to the 2014-2015 year. A decline has been noted...
over the past three academic years. Instructors will work to improve success in this assessing area by analyzing student understanding of clinical requirements and acceptable performance. Instructors will discuss student performance at several points during the clinical experience, to help improve overall student performance.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF PHLEBOTOMY

Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Phlebotomy Skills certification.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
26 of the 26 registered students successfully completed the phlebotomy clinical proficiencies. This is being reported as a success rate of 100%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Successful completion of clinical assessment in Phlebotomy
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of clinical assessment in AHS 141 Phlebotomy for the Healthcare Provider

H: Students will perform venipuncture and capillary draws on a variety of patients

W: All students registered for AHS 141 Phlebotomy for the Healthcare Provider

W: Semester 2 of PCT Curriculum

W: Primary Care, Outpatient, and Specialty Clinics

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will complete the clinical assessment in AHS 141 Phlebotomy for the Healthcare Provider.

Student Success Improvement Goal:
Increase student success on the clinical assessment in Phlebotomy Skills.

Student Group to be Assessed:
All students registered for AHS 141 Phlebotomy for the Healthcare Provider.

Actual Results of Assessment (Percentage):
1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
26 of the 26 registered students successfully completed the phlebotomy clinical proficiencies. This is being reported as a success rate of 100%.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students were able to apply lecture material into the clinical setting. Supervisors were positive while giving feedback on the students' performance. This percentage shows an increase from the previous year, from 86% to 100%.

78% 2013-2014

86% 2014-2015

100% 2015-2016 Current Year

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

While phlebotomy students demonstrated understanding of the techniques necessary for workforce readiness, instructors will continue to improve upon material delivery to continuously challenge students. Doing so should prove beneficial, with student application of material continuing to improve.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF ELECTROCARDIOGRAPHY

Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Electrocardiography certification.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
34 of the 36 registered students successfully completed the ECG clinical proficiencies. This is being reported as a 94% success rate.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Successful completion of clinical assessment in ECG in a Clinical Setting
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of clinical assessment in AHS 166 ECG in a Clinical Setting
H: Students will place leads and perform electrocardiograms on various patients
W: All students registered in AHS 166 ECG in a Clinical Settings
W: Semester 3 of the PCT Curriculum
W: Primary Care, Outpatient, and Specialty Clinics

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will complete the clinical assessment in ECG in a Clinical Setting.
Student Success Improvement Goal:
Continue current methods of delivery.

Student Group to be Assessed:
All students registered for AHS 166 ECG in a Clinical Setting.

Actual Results of Assessment (Percentage):
0.94

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
34 of the 36 registered students successfully completed the ECG clinical proficiencies. This is being reported as a 94% success rate.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students performed professionally in the clinical setting. Clinical supervisors reported back with positive feedback. The data shows a positive increase from the previous academic years.

85% 2013-2014
91% 2014-2015
94% 2015-2016 current year

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors are preparing students for their future ECG Technician roles. Students are able to understand and apply lecture material. Improvements will be made to the current didactic portion, in an effort to improve the success rate for this assessment.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

INFECTION CONTROL
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Understand and practice infection control per CDC, OSHA, and facility guidelines

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):
All of the registered students successfully completed the infection control modules and assessment. This is being reported as a success rate of 100%

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Successful completion of infection control modules, and assessment
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of infection control modules, and assessment

H: Students will review lectures, view videos, and complete an examination on infection control standards

W: All students registered for AHS 141 Phlebotomy for the Healthcare Provider

W: Semester 2 of the PCT Curriculum

W: Classroom and Laboratory

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will score an 80% or higher on this assessment.

Student Success Improvement Goal:
Increase understanding of infection control methods to better prepare students for the career laboratory, and patient care setting.
**Student Group to be Assessed:**
All students registered for AHS 141 Phlebotomy for the Healthcare Provider.

**Actual Results of Assessment (Percentage):**
1.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All of the registered students successfully completed the infection control modules and assessment. This is being reported as a success rate of 100%.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students successfully demonstrated understanding of various infection control principles. This trend continued from previous years, as 100% success was reported in 2014-2015.

100% 2013-2014
100% 2014-2015
100% 2015-2016 current year

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students were adequately prepared to attempt the infection control assessment. Instructors will work to improve the use of instructional time, in an effort to maintain the success rate. Curriculum will be enhanced to comply with current regulations set by the Occupational Safety and Health Administration and the South Carolina Department of Health and Environmental Control.

**Re-evaluation Date:**
Changes made to process/modifications:

Person responsible for modifications:
Stefanie G. Brown

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ADAPTABILITY
Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate adaptability to a variety of work environments, to include long-term care facilities, hospitals, clinics, and various other organizations.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
94.0

Cumulative Assessment Results (Text):
Of the 36 registered students, 34 scored above an 80% on the affective objectives assessment. This calculates to be a success rate of 94%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Successful completion of the Affective Objectives in a Clinical Setting
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of the Affective Objectives in AHS 166 ECG in a Clinical Setting
H: Students will rotate through the several Cardiology Departments, and be assessed by clinical supervisors
W: All students registered in AHS 166 ECG in a Clinical Setting
W: Semester 3 of the PCT Curriculum
W: Clinical Settings

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will score an 80% or higher on the Affective Objectives in a Clinical Setting.

Student Success Improvement Goal:
Improve student professionalism, self awareness, and abilities while in various clinical facilities.

Student Group to be Assessed:
All students registered for AHS 166 ECG in a Clinical Setting.
Actual Results of Assessment (Percentage):
0.94

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Of the 36 registered students, 34 scored above an 80% on the affective objectives assessment. This calculates to be a success rate of 94%.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
34 of the 36 registered students successfully completed the Affective Objectives in a Clinical Setting. This is being reported as a 94% success rate. This data shows a slight decrease from previous years, down from 98% in 2014-2015.

85% 2013-2014
98% 2014-2015
94% 2015-2016 Current Year

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students performed duties adequately and efficiently. Students demonstrated professionalism in the clinical setting, as reported by the clinical supervisors. Instructors will continue to challenge students in the areas of professionalism, punctuality, and responsibility. Additional focus will be placed in this area to improve the success rate to that of the previous academic year.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Diploma, Medical Office Assisting

APPLY LEGAL AND ETHICAL CONCEPTS

Number: A

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply legal and ethical concepts within the Medical Assisting scope of practice.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Apply legal and ethical concepts
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply legal and ethical concepts within the Medical Assisting scope of practice.

Who: All MA Graduates

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of all graduating MA students responding to the Graduate Survey indicated that this outcome was accomplished.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Practicing within the 'Scope of Practice' of the medical assistant is a guiding principle from the
very beginning of the program. Students recognize through instruction and example that straying
outside the legal and ethical boundaries while providing care to patients is not something to be
taken lightly and can have very severe consequences for all involved.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Apply legal and ethical concepts
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:

What: Students will apply legal and ethical concepts within the Medical Assisting scope
of practice.

Who: All MA Graduate Students
How: Final Comprehensive Practicum Evaluation

When: Summer

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of Clinical Practicum Supervisors will indicate that the graduates are successful in achieving this outcome on the final clinical evaluation.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of graduating students achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Students receive cognitive instruction describing issues that involve legal and ethical considerations and must then apply them through role play and critical thinking activities. Continued emphasis on the importance of practicing only within their education and training is a priority for instructors.

Clinical practicum sites reinforce the need to practice confidentiality, apply HIPAA regulations, document accurately, demonstrate an understanding of the patient's rights, and help students to understand the importance of following local, state, and federal legislation and regulations in the practice setting.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

DISPLAY PROFESSIONALISM AND COMMUNICATION SKILLS
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Display professionalism and communication skills as a healthcare provider.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.0
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Display professionalism and communication skills

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will display professionalism and communication skills as a healthcare provider.

Who: All MA Graduates

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.
Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students demonstrated professionalism and good communication skills in the clinical setting.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students find in the clinical setting that patients expect and require a certain level of dignity and respect for the situations that the patient is experiencing at that time. They require care givers who are able to communicate with patients of all age, education, and income levels and they expect that the information afforded them during the healthcare process will be held in complete confidentiality.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No
Display professionalism and communication skills
Embedded Outcome Number: B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will display professionalism and communication skills as a healthcare provider.

Who: All Graduating MA Students

How: Employer Survey

When: within six months

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage): 100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100 percent of Employers surveyed reported that graduates displayed professionalism and good communication skills as a healthcare provider.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students must be able to adequately communicate with patients to understand their needs and provide the best health care possible. Patients expect health care workers to present a positive professional image and conduct themselves with honesty, confidentiality and confidence.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Good communication and professionalism are vital characteristics for good care in the medical field.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

APPLY BEST PRACTICE ADMINISTRATIVE, BUSINESS, AND FINANCE TECHNIQUES
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Apply best practice administrative, business, and finance techniques with the medical practice.
Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Apply best practice techniques
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:   Students will apply best practice administrative, business, and finance techniques within the medical practice.

Who:    All Graduating MA Students

How:    Graduate Survey

When:   within six months

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
1.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students surveyed achieved the learning outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Graduate Survey results show that graduating MA students adequately employed best practice techniques in administration, business, and finance. Based on the results of the Graduate Survey, all graduating MA students have been properly prepared and have practiced the best administrative techniques used in business.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Apply best practice techniques
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply best practice administrative, business, and finance techniques within the medical practice.

Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: Summer

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of Clinical supervisors will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of graduating students achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Final Comprehensive Practicum Evaluation indicates that graduating MA students recognize the need for and employ the best practice techniques in administrative, business, and financial areas of the medical practice where students are allowed to participate in the financial activity of the office. Clinical Supervisors emphasize during the students clinical time, the need for accurate financial practices to maintain a viable medical practice. Correctly administering the business model of the office and accuracy in the banking and accounting procedures allows the practice to thrive and grow.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

DEMONSTRATE COMPETENCE IN THE PERFORMANCE OF CLINICAL SKILLS
Number:
D

FY Start:
7/1/2015
FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate competence in the performance of clinical skills for entry-level Medical Assistant

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate competence in the performance of clinical skills
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will demonstrate competence in the performance of clinical skills for entry-level Medical Assistant (AAMA)

Who: All Graduating MA Students

How: Graduate Survey
When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Based on the information provided through the graduate survey, graduates are properly prepared and conscientious about the correct performance of entry level skills for medical assistants required by the AAMA. Educators will continue to look for new and innovative ways to prepare the students according to entry level expectations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:
Sharon Cheek

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

ACHIEVE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAIN LEARNING OBJECTIVES

Number:
E

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
78.0

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Achieve domain learning objectives
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Who: All MA Graduates

How: AAMA Certification Exam

When: within 60 months

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
60.0

Minimum Expected Outcome for Level of Achievement (Text):
60% of the Graduates will score at or above national pass rate on the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
0.56
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Fifty-six percent of students who took the exam passed.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Nine of sixteen students who took the exam passed.

Exam review continues to be a very needed activity and the program director will continue to search new and innovative ways of preparation for the students to facilitate success on the Certification exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Sharon Cheek

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Achieve domain learning objectives
Embedded Outcome Number:
E-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Who: All Graduating Seniors

How: North Star Workforce Readiness

When: 3rd (summer) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will participate in using the program to prepare for the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of graduating students participated in the review for the certification exam using the Northstar Learning and review program.

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
Concentrated emphasis will be placed on stressing to the students the need to sit for the exam as more and more facilities are beginning to require the taking and passing of the certification exam as a condition for hire. Research will also continue for any other programs that will help the students to prepare for the exam. Concentrated emphasis will be placed on stressing to the students the need to sit for the exam as more and more facilities are beginning to require the taking and passing of the certification exam as a condition for hire. Research will also continue for any other programs that will help the students to prepare for the exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Sharon Cheek

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

Pursue Professional and Nationally-Recognized Credentialing

Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.
Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
77.0

Cumulative Assessment Results (Text):
Seventy-seven percent of the students who took the exam passed.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Pursue professional and nationally-recognized credentialing
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

Who: All MA Graduates

How: AAMA Certification Exam

When: within 60 months
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
60.0

Minimum Expected Outcome for Level of Achievement (Text):
60% of the Graduates will achieve a passing score on the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
56.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Fifty-six percent of graduates who took the Certification passed the exam.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
I will continue to search for new options for review and instruction to help all students pass the exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Stress importance of preparation for the exam to students.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Sharon Cheek
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Pursue professional and nationally-recognized credentialing
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

Who: All Graduating Seniors

How: North Star Workforce Readiness

When: 3rd (summer) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will participate in using the program to prepare for the AAMA Certification Exam
Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of senior students participated in preparation through the use of the Northstar Learning review program.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Northstar Learning program provides not only practice questions but remediation for the students after practice exams to help them strengthen their weaker areas. Proper review and preparation is vital for students to refresh material that may have been learned early in the program. The Northstar program allows for this review through practice exams and feedback on the practice tests with remediation for the weakness.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Sharon Cheek

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

PROTECT THE HEALTH OF THE PATIENT AND COWORKER
Number: G

FY Start: 7/1/2015

FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?: Protect the health of the patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.

Progress: Completed

Responsible Roles:

Program: Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric): 100.0

Cumulative Assessment Results (Text): One hundred percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1

Protect the health of patient and coworker
Embedded Outcome Number: G-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will protect the health of patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.

Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: End of Summer Semester

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students being evaluated by the Clinical Supervisor will accomplish this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students evaluated achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:


Students are instructed about the hazards of poor hand hygiene, direct and indirect contact and transfer of disease from one person to another and how to avoid this transfer. The OSHA guidelines about bloodborne pathogens and protective measures are required by law to be in place to protect everyone from the spread of disease. They realize that they are at risk as well as coworkers and patients and so take this training and the practice of Universal (Standard) Precautions very seriously. Due to the importance of not only protecting themselves and their families, but their patients and coworkers, due diligence in the practice of using the required precautions and guidelines provided for the healthcare worker is most important along with adherence to the OSHA requirements.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Sharon Cheek

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Protect the health of patient and coworker
Embedded Outcome Number:
G-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:


What: Students will protect the health of patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.

Who: All Graduating MA Students

How: Employer Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.0

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100 percent of Employers surveyed indicated that graduates were knowledgeable about Standard Precautions Guidelines and OSHA mandates and adhere to the requirements within the directives of OSHA.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students follow safety guidelines to protect themselves and their patients.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Stress importance of the use of all devices and training in the practice of protecting the health of the patients and coworkers.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Sharon Cheek

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

RECOGNIZE EMERGENCY PATIENT CONDITIONS
Number:
H

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Recognize emergency patient conditions
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:    Students will recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Who:    All MA Students

How:    First Aid Certificate

When:    2nd (spring) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will complete and receive First Aid Certification
Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Medical Assisting students were successful in completing training and obtaining First Aid Certification.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

It is a requirement for all medical assisting students to complete certified First Aid treatment to have the skills necessary to respond appropriately in emergency situations. This training is required before students move on to the Clinical Practicum in the summer semester.

All medical personal with direct patient contact must be able to respond to immediate situations of life or death.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Recognize emergency patient conditions
Embedded Outcome Number:
H-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Who: All MA Students

How: CPR Certificate

When: 2nd (spring) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.0

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will complete and receive CPR Certification

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of medical assisting students were successful in completing training and receiving CPR Certification.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All MA students must complete and receive CPR Certification which equips them to respond appropriately with the correct treatment as needed per situation.

Adequate knowledge of how to respond in different emergency situations is a responsibility of healthcare workers. One must be prepared at all times with the knowledge and skill needed to step in and help when needed at a moment's notice. Certification in CPR assures others that the appropriate training has been attained and the worker is capable of administering the proper treatment.

CPR certification is required before the student can continue to the Summer semester for the clinical internship.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

CRITICAL THINKING SKILLS
Number:
1

FY Start:
FY End: 6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Incorporate critical thinking skills to provide quality care of patients.

Progress:

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Incorporate critical thinking skills
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will incorporate critical thinking skills to provide quality care to patients.

Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: Summer
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.0

Minimum Expected Outcome for Level of Achievement (Text):

80% of all graduating MA students being assessed by the Clinical Supervisor will achieve this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage): 91.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: Ninety-one percent of students assessed achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All is not as it seems always in medicine. Many indications may point toward one conclusion while others point in an opposite direction. The ability to analyze all information and categorize most important to least important, and then use that information in caring for the patient is required to provide the best care for patients. Based on the results of the Practicum evaluation, critical thinking is a very important tool to be used in the decision making process where the healthcare of the patient is concerned.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Incorporate critical thinking skills
Embedded Outcome Number:
I-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will incorporate critical thinking skills to provide quality care to patients.

Who: All Graduating MA Students

How: Employer Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:
Student Group to be Assessed:

Actual Results of Assessment (Percentage):
85.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85 percent of employers surveyed indicated that graduates were able to use critical thinking in dealing with their patients to try to provide the best care available for the patients.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Critical thinking is a very important tool for health care workers in dealing with patients.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Diploma, Practical Nursing
PROFESSIONAL BEHAVIOR
Number:
A

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Professional Behaviors Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
99.1

Cumulative Assessment Results (Text):
100% of PN graduate employers and 98.3% of PN graduates feel that PN graduates meet competency in area of professional behaviors. This is an average of 99.1%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Graduate Survey
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: Graduate Survey to determine if he/she met the Student Learning Outcomes of the PN Program.  
When: Six month to one year after graduation.

**Type of Assessment:**  
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**  
0.95

**Minimum Expected Outcome for Level of Achievement (Text):**  
95% of students will state on the Graduate Survey that they met the educational competency for their nursing role.

**Student Success Improvement Goal:**  
Will enhance teaching measures used; investigate new ideas to increase student competency in this area.

**Student Group to be Assessed:**  
Surveys are distributed via email to the graduates between February and July- 6 months to 1 year after they graduate.

**Actual Results of Assessment (Percentage):**  
98.3

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**  
96.66 % of Traditional PN graduates and 100% of Flex PN graduates responding to survey feel they are competent in area of professional behaviors. This is an average of 98.3%.

**Results of Assessment Date:**  
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**  
98.3 % of grads feel prepared to demonstrate professional behaviors in their role as Practical nurses.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Goal met

Re-evaluation Date:
11/30/2017

Changes made to process/modifications:
Maintain professional standards in PN program.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Employer Survey
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: General Employer Survey to evaluate the Graduate's adaptation in the work force based on the programs Student Learning Outcomes.
When: Six month to one year after students graduate.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75
Minimum Expected Outcome for Level of Achievement (Text):
75% of Employer's will rate graduates as prepared for this competency.

Student Success Improvement Goal:
Educate students on Professional Standards in order to maintain student success in this area.

Student Group to be Assessed:
Graduates employers 6 months to 1 year after students graduate in July.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Employers of PN graduates responding to survey feel that graduates display competency in area of Professional Behavior.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Employers feel graduates are competent in area of Professionalism

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will maintain high standards and enforce importance of professional behaviors in the Practical Nurse.

Re-evaluation Date:
11/30/2017

Changes made to process/modifications:
No changes at this time
Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION
Number:
B

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Communication Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
85.7

Cumulative Assessment Results (Text):
100% of PN graduates felt they were prepared to well prepared in area of Communication skills. However, only 71.43 % of Employers responding to survey felt PN grads were prepared in this area. This is an average of 85.71%.

Faculty will implement methods within curriculum to increase student preparedness in this area.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
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</thead>
<tbody>
<tr>
<td><strong>NCLEX-PN</strong></td>
<td></td>
</tr>
<tr>
<td>Embedded Outcome Number:</td>
<td>B-1</td>
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</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: NCLEX-PN taken 1 week to 3 months after graduation to determine if graduate is a safe and competent nurse.
When: Six months to one year after graduation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
83.7

Minimum Expected Outcome for Level of Achievement (Text):
Graduates will score at or above the 2016 national pass rate (83.7%) on the NCLEX-PN.

Student Success Improvement Goal:
Faculty will review areas of concern on the Mountain Measurement report from NCSBN and the ATI and Kaplan Predictor NCLEX-prep tests to correlate items that need more focus for future classes.

Student Group to be Assessed:
Class of 2016 PN graduates

Actual Results of Assessment (Percentage):
90.57

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Class of 2016 included 53 graduates--44 from Trad PN and 9 from Flex PN.

Flex PN had 100% pass rate for first time test takers.

Traditional PN had 88.6% pass rate for first time test takers. 39 out of 44 passed.

Combined NCLEX PN pass rate for Class of 2016 grads was 90.57%. (48 out 53 total students)

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Flex PN with 100% pass rate

Trad PN with 88.6% pass rate

overall pass rate= 90.5% which is above the National Average of 83.7%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Improvement in area of preparation for NCLEX-PN is needed for Traditional PN students.
Re-evaluation Date:  
11/30/2017

Changes made to process/modifications:  
Faculty will investigate and implement ways to increase student preparation for NCLEX PN such as increased focus on Kaplan Q bank NCLEX prep questions, modification of course test questions to reflect NCLEX testing guidelines, use of NCSBN review module.

Person responsible for modifications:  
Rhonda Browning

Progress: 
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
None

Was the QEP Rubric used to assess this activity?:  
No

RELATED ITEM LEVEL 1

Graduate Surveys
Embedded Outcome Number:  
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:  
How: PN Graduate Surveys to determine if he/she felt they met the Student Learning Outcomes of the PN Program.  
When: Six months to one year after graduation

Type of Assessment:  
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
0.75

Minimum Expected Outcome for Level of Achievement (Text):  
75% of graduates will receive scores of functions at or above expected level.
Student Success Improvement Goal:
Faculty will implement more communication activities throughout the curriculum to include an increased focus on written and verbal communication.

Student Group to be Assessed:
Gradates 6 months to 1 year after graduation.

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Flex and 100% of Traditional PN graduates responding to Survey feel they are competent in area of Communication.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Graduates feel prepared in area of Communication, but Employers of Graduates feel differently---see Employer survey results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Increased focus on Communication techniques and documentation must be implemented in PN program.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
Faculty will implement changes in PN curriculum with an increased focus on Communication techniques to include more documentation exercises and scenarios, increased exposure to documentation/practice in clinical areas.
Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

PN Employer Surveys

Embedded Outcome Number:
B-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: PN General Employer Survey to evaluate the Graduate's adaptation in the workforce based on the Student Learning Outcomes.
When: Six months to one year after students graduation

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of graduates will receive scores of functions at or above expected level.

Student Success Improvement Goal:
Increase preparation in communicating effectively with instructors, physicians, peers, and staff in clinical sites.

Student Group to be Assessed:
Employers of graduates
Actual Results of Assessment (Percentage):
71.43

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
71.43% of responding employers felt PN graduates were prepared to well prepared in area of Communication.
28.57% felt students were unprepared.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal of 75% was not met for this SLO.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
PN employers responding to survey feel Class of 2016 grads were underprepared in their ability to communicate effectively with clients, support persons, and members of multidisciplinary team. Problems areas identified on employer feedback included inaccurate documentation, appropriate wording, and completion of documentation, and delegation of work to CNA staff.

Faculty must modify instruction to address these problem areas.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
More focus will be placed on the importance of communication as a nurse. Faculty will require students to practice documentation of lab skills as they are performed, will increase the use of scenarios for practice documentation, and the use of Electronic
documentation practice (EHR Tutor) assignments. Sample documentation, multiple examples, approved abbreviation lists, commonly used charting terms and charting phrases will be distributed.

In lecture, increased emphasis will be placed on importance of proper delegation to CNAs, as this is not a task students are able to perform in their role as a student nurse in the clinical setting.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

ASSESSMENT
Number:
C

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Assessment Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

100% of PN graduates and 83.34% of PN employers responding to survey feel graduates are prepared in area of Assessment for their nursing role. This is an average of 91.67%.

Faculty will investigate ways to enhance instruction on and student performance in area of assessment and data collection.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

General Employer Survey
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: General Employer Survey to evaluate the Graduate's adaptation in the work force based on the program's Student Learning Outcomes.
When: Six months to one year after students graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75
Minimum Expected Outcome for Level of Achievement (Text):
75% of Employers will rate graduates as prepared for this competency.

Student Success Improvement Goal:
Faculty will ensure that student's collection and interpretation of assessment data, interventions related to data, and communication with staff in clinical sites is thorough.

Student Group to be Assessed:
Graduate employers

Actual Results of Assessment (Percentage):
83.3

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
83.3% of employers responding to survey feel PN grads are prepared in the area of Assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
83.3% of employers feel PN grads are adequately prepared in area of Assessment skills. Goal of 75% satisfaction met, but Faculty will address the feedback received from employers.

Comments from Employers included that assessment skills were lacking in some grads and cited grad unpreparedness for large caseloads of patients in long term care setting.

Faculty will address this.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Increased emphasis on Assessment skills is needed in PN program.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
An increased focus on Assessment will be implemented in PN program. The number of practice scenarios will be increased, more focus will be placed on accurate completion of physical assessment/data collection tools, with examples/samples to be distributed to students.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Graduate Survey.
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Graduate Survey to determine if he/she met the Student Learning Outcomes of the PN Program.
When: Six months to one year after graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
95% of students will state on the Graduate Surveys that they met the educational competency for their nursing role.

Student Success Improvement Goal:
Improve student assessment and data collection skills.

Student Group to be Assessed:
Graduates

Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of PN grads responding to survey feel prepared in area of Assessment skills.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of Flex PN and Traditional PN grads responding to survey feel they are prepared in area of Assessment for their nursing role.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Although goal met, faculty will investigate ways to enhance assessment and data collection skills for students in PN program.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
Faculty will investigate varying methods of instruction in order to enhance student assessment and data collection skills.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PLANNING
Number:
D

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Planning Collaborate with the registered nurse or other members’ of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
92.55

Cumulative Assessment Results (Text):
100% of PN graduates and 85.71% of PN Employers responding to survey feel PN grads are competent in the area of Planning for their nursing role. This is an average of 92.55%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1

General Employer Survey
Embedded Outcome Number: D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: General Employer Survey to evaluate the Graduate's adaptation in the workforce based on the Program's Students Learning Outcomes.
When: Six months to one year after student's graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of Employers will rate graduates as prepared for this competency.

Student Success Improvement Goal:
Faculty will review yearly feedback from employers to determine Planning areas in which they feel graduates need improvement and incorporate measures within the PN curriculum to improve this outcome.

**Student Group to be Assessed:**
Graduates 6 month to one year after graduation.

**Actual Results of Assessment (Percentage):**
85.71

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**
85.71% of employers responding to survey feel PN graduate are prepared in the area of Planning. Employer comments indicated some new graduates have difficulty with large case loads of patients assigned in Long Term Care Facilities.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?**
85.71% of employers feel grads prepared in this area. Goal met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**
Employers feel grads are overall prepared but preparation of grads to take on large case loads of patients should be examined.

**Re-evaluation Date:**
12/7/2017

**Changes made to process/modifications:**
Faculty will investigate ways to enhance student preparedness for the Planning skills needed in their nursing role and implement these in PN curriculum.

**Person responsible for modifications:**
Rhonda Browning
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATIRED ITEM LEVEL 1

Graduate Survey
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Graduate Survey.
When: Six months to one year after student's graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.95

Minimum Expected Outcome for Level of Achievement (Text):
95% of students will state on the Graduate Surveys that they met the educational competency for their nursing role.

Student Success Improvement Goal:
Increase student's collaboration with health care team, the planning of care, and revision of care as needed in the clinical setting.

Student Group to be Assessed:
Graduates 6 months to one year after graduation.
Actual Results of Assessment (Percentage):
100.0

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Flex and Traditional PN graduates responding to survey feel they are prepared in the area of Planning.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
PN graduates feel they meet this competency.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
Faculty will investigate ways to enhance student competency in area of Planning.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

CARING INTERVENTIONS
Number:
Description - What will the student know or be able to do upon completion of the program?:
Caring Interventions Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
92.86

Cumulative Assessment Results (Text):

100% of PN grads and 85.72% of PN employers responding to survey feel PN grads are competent in demonstrating Caring Interventions in their nursing role.

This is an average of 92.86%

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

General Employer Survey
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: General Employer Survey to evaluate the Graduate's adaptation in the workforce based on the Program's Student Learning Outcomes. When: Six months to one year after student's graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of Employers will rate graduates as prepared for this competency.

Student Success Improvement Goal:

Enhance PN graduate competency in area of Caring Interventions

Student Group to be Assessed:
Employers to evaluate graduates 6 months to one year after graduation.

Actual Results of Assessment (Percentage):
85.72

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85.72% of PN employers responding to survey feel that PN graduates are prepared in area of demonstrating Caring Interventions.

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
Goal met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
PN graduates are prepared and able to demonstrate competency in area of Caring Interventions in their nursing role.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
No changes at this time.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Graduate Survey
Embedded Outcome Number:
E-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Graduate Survey to determine if he/she met the Student Learning Outcomes of the PN Program.
When: Six months to one year after student's graduation

Type of Assessment:
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
0.95

**Minimum Expected Outcome for Level of Achievement (Text):**
95% of students will state on the Graduate Surveys that they met the educational competency for their nursing role.

**Student Success Improvement Goal:**
Strive for continued competency in area of Caring Interventions.

**Student Group to be Assessed:**
Graduate 6 months to one year after graduation.

**Actual Results of Assessment (Percentage):**
100.0

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of PN grads responding to survey feel they are prepared in area of Caring Interventions.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Goal met

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
PN grads feel they are competent in their nursing role in the area of Caring Interventions.

**Re-evaluation Date:**
12/7/2017

**Changes made to process/modifications:**
No changes at this time.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

MANAGING
Number:
F

FY Start:
7/1/2015

FY End:
6/30/2016

Description - What will the student know or be able to do upon completion of the program?:
Managing Implement patient care, at the direction of a registered nurse, licensed physician through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
92.0

Cumulative Assessment Results (Text):
98.3% of graduates and 85.71% of employers responding to survey feel graduates are competent in area of managing. This is an average of 92%.

Feedback from employers and some graduates indicating that some grads have difficulty in area of pt care delegation must be addressed.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELAT ED ITEM LEVEL 1

General Employer Survey
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: General Employer Survey to evaluate the Graduate's adaptation in the work force based on the Student Learning Outcomes.
When: Six months to one year after student's graduation

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.75

Minimum Expected Outcome for Level of Achievement (Text):
75% of Employers will rate graduates as prepared for this competency.

Student Success Improvement Goal:
Increase student ability to manage and direct/delegate care to unlicensed assistive personnel.
Student Group to be Assessed:
Graduates 6-12 months after graduation

Actual Results of Assessment (Percentage):
85.71

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85.71% of employers responding to survey feel students are prepared in area of managing.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal met. However, feedback from employers indicates enhancement needed on graduate's ability to direct and delegate pt care to unlicensed assistive personnel (CNAs).

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty must investigate ways to increase student competence in this area.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
Faculty will increase focus in lecture on importance of delegation and ability to direct patient care as an LPN. Incorporate examples/scenarios into teaching in class/lab/clinical experience.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?: No

RELATD ITEM LEVEL 1

Graduate Survey
Embedded Outcome Number: F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Graduate Survey to determine if he/she met the Student Learning Outcomes of the PN Program.
When: Six months to one year after student's graduation

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.95

Minimum Expected Outcome for Level of Achievement (Text):
95% of students will state on the Graduate Surveys that they met the educational competency for their nursing role.

Student Success Improvement Goal:
Strive to increase competency in area of Managing.

Student Group to be Assessed:
Graduates 6 months to 1 year after graduation.

Actual Results of Assessment (Percentage):
98.33

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

96.67% of Trad PN grads and 100% of Flex PN grads responding to survey feel they are competent in their ability to manage patient care in their nursing role. This is an average of 98.33%.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal met

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Graduates feel competent in their ability to manage care.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
Enhance instruction in class/lab and clinical setting by incorporating more examples and practice on delegation and directing of patient care as appropriate to CNAs.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No
Academic Departments and Programs
Associate in Arts and Sciences

ORAL AND WRITTEN COMMUNICATION: Develop a thesis and support it

Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will develop a thesis and support it with an adequate and unified discussion.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric): 82.00

Cumulative Assessment Results (Text):
82% of students were able to develop a thesis and support it in essay writing.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery: 61.00

Offsite Instructional Delivery: 97.00

Traditional/Hybrid Instructional Delivery: 86.00

Analyze the disaggregated data results above:
Students in traditional and off-campus face-to-face classes performed better at this task than did on-line students.
Final Research Paper
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will develop a thesis and support it with an adequate and unified discussion.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to isolate and maintain focus on a fully-supported thesis statement.

Student Success Improvement Goal:
A minimum of 80% of students will meet objective.

Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):
82.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82% of ENG 102 students were able to develop and support a thesis statement in an essay.

Results of Assessment Date:
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
More than 80% of students were successful with this learning outcome. However, online students performed at only 61%. Both traditional (86% success rate) and off-campus (97% success rate) face-to-face students were highly successful.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Additional instruction should be included in online courses in order for these students to better understand the purpose and importance of thesis writing.

**Re-evaluation Date:**
5/10/2018

**Changes made to process/modifications:**
More specific practice and thesis statement writing will be included in the online courses. All students will submit their thesis statements for the final essay prior to a final draft being submitted. Feedback will be given by the instructor.

**Person responsible for modifications:**
Christy Hughes

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**ORAL AND WRITTEN COMMUNICATION: Show sensitivity to a general audience**

**Number:**
B

**FY Start:**
7/1/2016
FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will show sensitivity to a general audience by using appropriate details, wording, and tone.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
83.00

Cumulative Assessment Results (Text):
Overall, 83% of English 102 students were able to write for a specific audience.

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
53.00

Offsite Instructional Delivery :
100.00

Traditional/Hybrid Instructional Delivery :
87.00

Analyze the disaggregated data results above::
Off-campus face-to-face students were highly successful with the learning outcome. These off-campus students are honors students at their local high schools.

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Research Paper
Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will show sensitivity to a general audience by using appropriate details, wording, and tone.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): 80% of all students will be able to communicate an idea that addresses the needs of a specific audience.

Student Success Improvement Goal: 80% of all students will be able to communicate an idea that addresses the needs of a specific audience.

Student Group to be Assessed: ENG 102

Actual Results of Assessment (Percentage): 83.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: The outcome of this SLO showed a success rate of 83%.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: Students in English 102 have proven to be aware of their audiences in essay writing.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students in online classes struggle with this object more than traditional and off-campus students.

**Re-evaluation Date:**
5/10/2018

**Changes made to process/modifications:**
Instructors plan to emphasize more firmly that college writing is formal in nature and should not include slang or informal words.

**Person responsible for modifications:**
Christy Hughes

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**ORAL AND WRITTEN COMMUNICATION: Display the capacity to write**

**Number:**
C

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Students will display the capacity to write using control or basic grammar and sentence structure.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate in Arts and Sciences
Cumulative Assessment Results (Numeric):
79.00

Cumulative Assessment Results (Text):
The overall assessment result is not quite up to the level expected of students. Only 79% were successful with this student learning outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
42.00

Offsite Instructional Delivery:
91.00

Traditional/Hybrid Instructional Delivery:
86.00

Analyze the disaggregated data results above:
Online student success levels for this outcome is especially a concern for English instructors. On-campus and off-campus traditional students have better results.

ASSESSMENT(S)-------------------------------

Related Item Level 1

Final Research Paper
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will display the capacity to write using control or basic grammar and sentence structure.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to compose a research-based essay that displays an adequate control of basic grammar and sentence structure.

Student Success Improvement Goal:
80% of students will be able to compose a research-based essay that displays an adequate control of basic grammar and sentence structure.

Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):
79.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Slightly less than 80% of students met this objective (79%) in English 102.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students in traditional and off-campus face-to-face classes are successful with grammar in English 102. However, online students struggle with basic grammar, punctuation, mechanics, and spelling.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors must find a way to include basic grammar practice in English 102 online classes.

Re-evaluation Date:
5/10/2018

Changes made to process/modifications:
Instructors plan to incorporate a basic grammar tutorial in all classes early in the semester. They will also require students to submit all essays to the Brainfuse tutorial system for feedback and additional instruction.

**Person responsible for modifications:**
Christy Hughes

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**
No

**ORAL AND WRITTEN COMMUNICATION: Apply knowledge to create a Power Point presentation**

**Number:**
D

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?**:
Students will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history and present the information effectively to their classmates.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate in Arts and Sciences

**Cumulative Assessment Results (Numeric):**
79.00
Cumulative Assessment Results (Text):
79% of History 201 students were able to create a Power Point presentation highlighting the effect various cultures have had on American history.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
79.00

Analyze the disaggregated data results above:
The course was only offered as a traditional face-to-face class this academic year.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Power Point Presentation
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history and present the information effectively to their classmates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will create the Power Point presentation and present the materially orally according to the standards established by the instructor.
**Student Success Improvement Goal:**
80% of students will create the instructor-specific Power Point presentation.

**Student Group to be Assessed:**
HIS 201

**Actual Results of Assessment (Percentage):**
79.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
79% of History 201 students were successful in creating a Power Point presentation according to the instructor's guidelines.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results collected for this SLO were not quite at the level of success hoped for. (79% instead of 80%)

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
While the results of the data collection were not terrible, instructors in HIS 201 should work with students so that 80% or more of students are successful in creating the desired Power Point presentation.

**Re-evaluation Date:**
5/10/2018

**Changes made to process/modifications:**
Instructors will spend more time discussing avoiding plagiarism and documenting sources correctly. They will also emphasize what is expected in this assignment by providing additional examples.

**Person responsible for modifications:**
Christy Hughes
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PROBLEM SOLVING: Answer problems embedded into the final exam
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will answer problems embedded into the final exam demonstrating they are able to understand and apply computational skills, quantitative reasoning and symbolic reasoning to evaluate and solve problems systematically.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
67.00

Cumulative Assessment Results (Text):
Overall, 67% of students met the level of performance desired by this SLO.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
Offsite Instructional Delivery:
83.00

Traditional/Hybrid Instructional Delivery:
67.00

Analyze the disaggregated data results above:
Off-site students were able to meet the objective at a rate of 83%. Most of the students taking this course off-site are honors students at their local high schools. The success rates for traditional and online classes were less than expected.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Final Exam
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

In MAT 110, students will answer problems embedded into the final exam demonstrating they are able to understand and apply computational skills, quantitative reasoning and symbolic reasoning to evaluate and solve problems systematically.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will score at least a 70% or higher on the embedded exam questions.

Student Success Improvement Goal:
80% of students will achieve mastery of this competency.
Student Group to be Assessed:
MAT 110

Actual Results of Assessment (Percentage):
67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Overall, 67% of students in Math 110 were able to successfully meet this objective.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Results for this student learning objective were far below the desired 80% success rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Additional instruction needs to occur, especially in online classes (success rate = 53%), in order for students to meet the desired goal for this SLO.

Re-evaluation Date:
5/11/2018

Changes made to process/modifications:
Instructors will encourage students to visit the math tutoring lab and to review online videos prior to taking final exam.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?: No

PROBLEM SOLVING: Demonstrate an understanding of the scientific method
Number: F

FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Progress: Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
60.00

Cumulative Assessment Results (Text):
Only 60% of students were successful during this academic year with regards to this student learning outcome in Biology 101.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery: 44.00

Offsite Instructional Delivery: 83.00

Traditional/Hybrid Instructional Delivery: 60.00

Analyze the disaggregated data results above:
Both traditional and online classes were unable to meet the objective at the expected rate. Off-campus classes were successful. Many students in off-campus classes are honors students at their local high schools.

ASSESSMENT(S)---------------------------------------------------------------

RELATIVE ITEM LEVEL 1

Laboratory Topic 1 Test
Embedded Outcome Number: F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: Students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): 80% of students will accurately apply the concepts of the scientific method for analyzing experiments on TEST 1.

Student Success Improvement Goal: 80% of students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Student Group to be Assessed: BIO 101

Actual Results of Assessment (Percentage): 60.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Only 60% of students in Biology 101 were successful at meeting this student learning outcome.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students in Biology 101 did not meet the desired objective at the required rate of 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Additional tutoring and instruction may need to occur before students can meet the desired goal.

Re-evaluation Date:
5/10/2018

Changes made to process/modifications:
Instructors plan to give more practice examples and homework problems before a test is given. They also plan to incorporate a YouTube video showing how these problems are solved in each class section.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PROBLEM SOLVING: Answer genetics problems on lab quiz
Number:
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
55.00

Cumulative Assessment Results (Text):
The overall result of this learning outcome is well below the desired goal of 80%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
44.00

Offsite Instructional Delivery :
83.00

Traditional/Hybrid Instructional Delivery :
60.00

Analyze the disaggregated data results above:
Online and traditional class results are significantly below the desired goal of 80% success. Off-campus classes, comprised mostly of high school honors students, exceeded the success rate at 83%.
Lab Quiz Problems
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in BIO 101 will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will score at least a 70% or higher on the genetics lab quiz problems.

Student Success Improvement Goal:
80% of students in BIO 101 will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

Student Group to be Assessed:
BIO 101

Actual Results of Assessment (Percentage):
60.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
In Biology 101, 60% of students met the desired outcome for this SLO.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Results of this SLO were below the desired outcome.
Develop Supportable Conclusions - What do you plan to do to improve student learning? 
What actions will be taken?:
Additional instruction and tutoring should take place, especially in online courses that only met the goal at 44%.

Re-evaluation Date:
5/10/2018

Changes made to process/modifications:
Instructors plan to incorporate additional practice problems prior to the test. In addition, biology tutoring sessions will be encouraged.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PROBLEM SOLVING: Thinking Skills
Number:
H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will use a variety of thinking skills to evaluate and solve problems systematically.

Progress:
Completed
Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No results were provided for Chemistry 111 classes during this academic year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATIVE ITEM LEVEL 1

**Final Exam**
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will answer key questions on the final exam correctly.
Student Success Improvement Goal:
80% of students will use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.

Student Group to be Assessed:
CHM 111

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data was provided by Chemistry instructors during the 2016-2017 academic year.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
5/10/2018

Changes made to process/modifications:

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

USE OF TECHNOLOGY: Documenting sources
Number:
FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will marshal and document outside sources to support points in a written discussion.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
98.00

Cumulative Assessment Results (Text):
Students in Speech 205 were highly successful in finding and using outside sources in oral presentations.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
97.00

Analyze the disaggregated data results above:
Both online and traditional students were able to find sources and use them correctly in speeches.

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Final Research Paper
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in ENG 205, students will marshal and document outside sources to support points in a written discussion.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to complete a research-based assignment that incorporates outside sources smoothly into the writer’s own work, correctly documenting these borrowings.

Student Success Improvement Goal:
In the final research paper in ENG 205, 80% of students will marshal and document outside sources to support points in a written discussion.

Student Group to be Assessed:
ENG 205

Actual Results of Assessment (Percentage):
69.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
In ENG 205, only 69% of students were able to complete a correct annotated bibliography.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The result of this assessment was far below the expected outcome of 80% success.
Develop Supportable Conclusions - What do you plan to do to improve student learning?

What actions will be taken?:
Additional instruction and examples need to be provided for students in the online courses (success rate of only 63%).

Re-evaluation Date:
5/10/2018

Changes made to process/modifications:
Instructors plan to begin the research process earlier in the semester in order to provide additional examples of annotated bibliographies and to allow time for adequate research to be completed.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

USE OF TECHNOLOGY: Apply knowledge to create a Power Point presentation
Number:
J

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

Progress:
Completed

**Responsible Roles:**

**Program:**
Associate in Arts and Sciences

**Cumulative Assessment Results (Numeric):**
79.00

**Cumulative Assessment Results (Text):**
Overall, 79% of students met the required objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power Point presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Embedded Outcome Number:</td>
<td>J-1</td>
</tr>
</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will create the Power Point presentation according to the standards established by the instructor.

**Student Success Improvement Goal:**
80% of students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

**Student Group to be Assessed:**
HIS 201

**Actual Results of Assessment (Percentage):**
79.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
In History 201, 79% of students were able to create a Power Point presentation that met the desired objectives.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:
Instructors found that students had difficulty not with creating the Power Point presentation, but with documenting research sources correctly.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?**:
Additional instruction must be given regarding MLA documentation.

**Re-evaluation Date:**
5/10/2018

**Changes made to process/modifications:**
Instructors plan to emphasize the requirements of the assignment by providing additional examples of good PPT presentations and by instructing students about the necessary components of MLA documentation in presentations.
DEVELOPMENT OF INTERPERSONAL SKILLS: Understanding of modern society
Number: K
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
84.00

Cumulative Assessment Results (Text):
84% of students in ART 101 were successfully able to discuss how the past has affected the present on the final exam.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

**Online Instructional Delivery:**
81.00

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
95.00

Analyze the disaggregated data results above:
Both online and traditional students were successful at meeting the desired results of this SLO.

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

**Final Exam**

**Embedded Outcome Number:**
K-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
Students in ART 101 will demonstrate an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will be able to demonstrate in writing an understanding of how events from the past have affected the present.

**Student Success Improvement Goal:**
80% of students will master this competency.
Student Group to be Assessed:
ART 101

Actual Results of Assessment (Percentage):
84.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84% of ART 101 students were able to demonstrate how modern society has been influenced by the past on the final exam.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students successfully met the objective at a rate of 84%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors may want to raise the bar to see if a higher percentage of students can be successful at this SLO.

Re-evaluation Date:
5/10/2018

Changes made to process/modifications:
In the next academic year, instructors will provide additional examples in an attempt to determine if 90% of students can be successful at this SLO.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
DEVELOPMENT OF INTERPERSONAL SKILLS: Understand Spanish/Latino culture

Number: L

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate their understanding of Spanish/Latino culture and how it influences the United States by answering an essay test question on the course final exam.

Progress: Completed

Responsible Roles:

Program: Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
No data was provided by Spanish instructors for classes held during the 2016-2017 academic year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1
Essay Test Question
Embedded Outcome Number:
L-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in SPA 101 will demonstrate their understanding of Spanish/Latino culture and how it influences the United States by answering an essay test question on the course final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to demonstrate in writing an understanding of how Spanish/Latino culture influences modern US culture.

Student Success Improvement Goal:
80% of students will master the competency.

Student Group to be Assessed:
SPA 101

Actual Results of Assessment (Percentage):
0.7500000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students were able to correctly answer the exam question.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
75% of students were successful at answering the exam question regarding cultural awareness.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Additional teaching strategies may need to be employed to reach the goal.

Re-evaluation Date:
5/15/2017

Changes made to process/modifications:
Instructor plans to incorporate more cultural awareness units into the course.

Person responsible for modifications:
Christy Hughes

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DEVELOPMENT OF INTERPERSONAL SKILLS: Understanding of Culture Bound Syndrome

Number:
M

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate in an essay their understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Progress:
Completed
Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
50.00

Cumulative Assessment Results (Text):
Only 50% of Psychology 212 students were able to successfully demonstrate an understanding of a Culture Bound Syndrome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td></td>
</tr>
</tbody>
</table>

Embedded Outcome Number:
M-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in PSY 212 will demonstrate in an essay their understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to demonstrate in writing an understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

**Student Success Improvement Goal:**
80% of students will show a mastery of this competency.

**Student Group to be Assessed:**
PSY 212

**Actual Results of Assessment (Percentage):**
50.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Only 50% of students in PSY 212 were successful at meeting the requirements of this objective.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Results of this assessment were far below expectations of students in Psychology 212.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Additional instruction and tutoring should be attempted to raise the results of this SLO.

**Re-evaluation Date:**
5/10/2018

**Changes made to process/modifications:**
Instructors plan to make a video of the assignment instructions to place on D2L so that students who are confused about the assignment can watch the information more than once if needed.

**Person responsible for modifications:**
Christy Hughes
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Associate in Arts and Sciences Related Certificates
Certificate, Pre-Dental Hygiene Certificate*
Create and comprehend written communications

Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Listen for understanding and express views orally
Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

Use a variety of critical thinking skills to evaluate and solve problems
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems
Practice research skills necessary to locate, analyze, and synthesize information

Number: D

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**Understand contemporary social values and develop an appreciation for cultural diversity**

**Number:**

E

**FY Start:**

7/1/2016

**FY End:**

6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**

Understand contemporary social values and develop an appreciation for cultural diversity

**Progress:**

**Responsible Roles:**

**Program:**

Certificate, Pre-Dental Hygiene Certificate*

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations**
Number: F
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

Certificate, Pre-Health Information Management*
Create and comprehend written communications

Number: A
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications
Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Listen for understanding and express views orally
Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**Use a variety of critical thinking skills to evaluate and solve problems**

**Number:**
C

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Use a variety of critical thinking skills to evaluate and solve problems

**Progress:**

**Responsible Roles:**

**Program:**
Certificate, Pre-Health Information Management*

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**Have research skills necessary to locate, analyze, and synthesize information**

**Number:**
D

**FY Start:**
Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

Understand contemporary social values and develop an appreciation for cultural diversity

Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:
Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.
Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Certificate, Pre-Occupational Therapy Assistant*
Create and comprehend written communications
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Listen for understanding and express views orally
Number:
B

FY Start:
7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Use a variety of critical thinking skills to evaluate and solve problems
Number:
C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**Have research skills necessary to locate, analyze, and synthesize information**

**Number:**
D

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?**
Have research skills necessary to locate, analyze, and synthesize information

**Progress:**

**Responsible Roles:**

**Program:**
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

**Understand contemporary social values and develop an appreciation for cultural diversity**

**Number:**
E

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Understand contemporary social values and develop an appreciation for cultural diversity

**Progress:**

**Responsible Roles:**

**Program:**
Certificate, Pre-Occupational Therapy Assistant*

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.**

**Number:**
F

**FY Start:**
7/1/2016

**FY End:**
Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Certificate, Pre-Physical Therapist Assistant*
Create and comprehend written communications
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Listen for understanding and express views orally

Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Use a variety of critical thinking skills to evaluate and solve problems
Number: C
FY Start: 7/1/2016
FY End: 6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Have research skills necessary to locate, analyze, and synthesize information
Number: D
FY Start: 7/1/2016
FY End: 6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information
Understand contemporary social values and develop an appreciation for cultural diversity

Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Program:
Certificate, Pre-Physical Therapist Assistant*

Responsible Roles:

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge to major concepts of the scientific disciplines with relation to practical life situations.

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Certificate, Public Service (USMC)*
WRITTEN COMMUNICATIONS

Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Create and comprehend written communications
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Create and comprehend written communications
Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENGLISH 101/102, HIS 101/102/201/202, PSY 201

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RESEARCH SKILLS
Number: B

FY Start: 7/1/2016

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Practice research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------
RELATED ITEM LEVEL 1

Have research skills necessary to locate, analyze, and synthesize information
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Have research skills necessary to locate, analyze, and synthesize information

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:
Student Group to be Assessed:
ENGLISH 101/102, HIS 101/102/201/202, PSY 201

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SOCIAL VALUES/CULTURAL DIVERSITY
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:
Responsible Roles:

Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1
Understand contemporary social values and develop an appreciation for cultural diversity
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understand contemporary social values and develop an appreciation for cultural diversity

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENGLISH 101/102, HIS 101/102/201/202, PSY 201

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Sustainable Agriculture

INCREASE FARM PROFITS

Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate knowledge on how to increase farm profits through lowering input costs

Progress:
Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture
Cumulative Assessment Results (Numeric):
77.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)----------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

SARE Research
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: SARE Research Report
How: SARE Rubrics
Who: Ag students
Where: AGR 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:

Students will be able to address the importance of Sustainable Agricultural Research and Education (SARE) and communicate an understanding of sustainable methods in
agricultural production practices when the usage of inputs is decreased and will be able to address examples of these production practices.

Student Group to be Assessed:
AGR 201 students

Actual Results of Assessment (Percentage):
71.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
71% of the students scored a 70% or higher on the assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% or higher was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The students who submitted the assigned reports were able to exhibit knowledge of sustainable agriculture research and education. They were able to give examples of SARE funded projects and how they are working toward solutions of agricultural issues. The goal was not met due to two students NOT submitting a report.

Re-evaluation Date:
12/5/2017

Changes made to process/modifications:
No changes, except that students will be instructed on the importance of submitting assignments.

Person responsible for modifications:
Melissa Plummer
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Test 2
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Test 3 (Selected questions)
How: Multiple Choice Questions
Who: Ag students
Where: AGR 201

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on Selected Test 2 questions

Student Success Improvement Goal:
Students will exhibit knowledge of what are agricultural inputs and what is the effect on agricultural production when lowering their usage in a farming operation.

Student Group to be Assessed:
AGR 201 Students

Actual Results of Assessment (Percentage):
86.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86% of the students achieved the 70% or higher goal on selected Test 2 questions related to the understanding of lowering input usage and its relationship to sustainable practices.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% or higher was achieved.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The in-class activity of reviewing articles in industry related literature (Southeast Farm Press) was beneficial in helping the students understand how other producers save money by lowering inputs.

Re-evaluation Date:
10/16/2017

Changes made to process/modifications:
Will continue the in-class activity.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
IPM Project
Embedded Outcome Number:
A-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: IPM Project
How: IPM Rubrics (Selected Category)
Who: All Ag students
Where: AGR 205

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 85% or higher on IPM project

Student Success Improvement Goal:
Students will demonstrate knowledge of the effect of input costs and yield on farm profits.

Student Group to be Assessed:
AGR 205 Students

Actual Results of Assessment (Percentage):
75.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of the students (3 out of 4) scored 80 or higher on the IMP Project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
75% of the students were successful in demonstrating the required knowledge concerning the effect of input costs and yields on farm profits through the project. The addition of the project outline did ensure that all students addressed the major steps for the project.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**
The student that was not successful lost most points for "correct grammar, mechanics, sentence structure." During the initial assignment of the project, the instructor will discuss options for grammar tutoring with the class.

**Person responsible for modifications:**
William Hair

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

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**IMPROVE SOIL QUALITY**

**Number:**
B

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Students will demonstrate methods to improve soil quality.

**Progress:**
Completed
Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
67.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Soils Capstone Lab
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Soils Lab Reports
How: Soils Lab Rubric
Who: Ag students
Where: AGR 202

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve 70% or higher on capstone lab report
Student Success Improvement Goal:
Students will demonstrate an understanding of methods for soil quality improvement through completion of the Soils Capstone Lab.

Student Group to be Assessed:
AGR 202 Students

Actual Results of Assessment (Percentage):
66.7000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Our goal of 90% of the students was not met as only 66.7% scored 70 or higher on the Final Soils Lab Assignment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results fell short of the goal as 1 of the 3 students did not follow the assignment instructions which resulted in a score of less than 70.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
No changes will be made to the assignment. Extra attention will be given to the rubric that is given to the students when the assignment is discussed.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Final Exam
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Final Exam
How: Exam Questions
Who: Ag students
Where: AGR 202

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on Selected Final Exam questions

Student Success Improvement Goal:

Student Group to be Assessed:
AGR 202 Students

Actual Results of Assessment (Percentage):
66.7000000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The goal was not met in that only 66.7% of the students scored 70 or higher on the selected questions for the AGR 202 Final Exam.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Only 2 of the 3 students scored 70 or higher on the 17 selected exam questions. These questions included a variety of question formats to assess the student learning.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Students were given a comprehensive study guide for the final exam. The instructor will encourage students to not wait to prepare for the final exam and to ask questions on any unclear items.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

ENVIRONMENTAL CONSERVATION METHODS
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Student will demonstrate environmental conservation methods
Progress:
Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------

RELATED ITEM LEVEL 1

Test 2
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Test 2
How: Selected Test Questions
Who: Ag Students
Where: AGR 201

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on selected test questions.

Student Success Improvement Goal:
Students will acquire knowledge of environmental conservation methods and how they translate into a more sustainable agricultural production system.

Student Group to be Assessed:
AGR 201 Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students scored 70% or higher on selected test questions.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% or higher was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
A presentation by the Orangeburg County Extension Agent and as well as the USDA District Conservationist, along with the in-class activity of reviewing articles in industry related literature (Southeast Farm Press) was beneficial in helping the students acquire knowledge of environmental conservation methods.

Re-evaluation Date:
11/13/2017

Changes made to process/modifications:
No changes to be made.
Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Soil Erosion Lab
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Soil Erosion Lab
How: Soil Erosion Lab Rubrics
Who: Ag students
Where: AGR 202

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on lab demonstration.

Student Success Improvement Goal:
Students will develop a lab display to demonstrate at least one negative effect of soil erosion on soil conservation and one practical way to correct the negative effect.

Student Group to be Assessed:
AGR 202 Students
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students scored 70 or higher on the Soil Erosion Lab Demonstration.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All students scored 70 or higher on the Soil Erosion Lab Demonstration.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

The goal will be adjusted as follows:

80% of the students will achieve 80% or higher on the lab demonstration.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

INTEGRATED PEST MANAGEMENT METHODS
Number:
FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate proficiency in implementing Integrated Pest Management methods.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
70.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Exam
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Final Exam
How: Exam Question
Who: Ag students
Where: AGR 205

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on the final exam question.

Student Success Improvement Goal:
Students will be able to explain how to implement Integrated Pest Management concepts in a sustainable agricultural production system.

Student Group to be Assessed:
AGR 205 students

Actual Results of Assessment (Percentage):
75.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of the students achieved a score of 70 or higher on the selected discussion questions for the final exam.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Our goal of 80% of the students achieving a score of 70 or higher was not met. The main problem was students not completely answering the discussion questions.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
Changes made to process/modifications:
Ensure that students understand that they need to be through on discussion questions.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Plant Disease Project
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Plant Disease Project
How: Plant Disease Rubrics
Who: Ag students
Where: AGR 204

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:
Students will be able to apply basic IPM principles to control crop plant diseases.
**Student Group to be Assessed:**
AGR 204 students

**Actual Results of Assessment (Percentage):**
86.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
86% of the students achieved 70% or higher on the Plant Disease report exhibiting an understanding of IPM methodology to control pests.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal of 80% of the students scoring 70% or higher on the assessment was met.

It was due to a student not submitting a report that lowered the success rate.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students exhibited knowledge of IPM methodologies to control plant pests. Students selected a crop disease and related control methods (cultural, genetic host resistance, biological, and chemical) that are considered sustainable practices.

**Re-evaluation Date:**
4/16/2018

**Changes made to process/modifications:**
No change to evaluation.

**Person responsible for modifications:**
Melissa Plummer

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

IPM Cumulative Project
Embedded Outcome Number:
D-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: IPM Project
How: IPM Rubrics
Who: All Ag students
Where: AGR 205

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 85% or higher on the cumulative project.

Student Success Improvement Goal:
Students will demonstrate proficiency in implementing integrated pest management methods for one South Carolina crop through the cumulative project.

Student Group to be Assessed:
AGR 205 students

Actual Results of Assessment (Percentage):
50.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of the students scored 85% or higher on the IPM Cumulative Project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
For the assessment of the IPM Cumulative Project, one student chose not to turn in a project and another student did not include all the required components. Therefore, the goal was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Instructor will require the student to use the grading rubrics that is included in the project assignment to pre-grade their project before the presentation. This should ensure that the students include all components.

Person responsible for modifications:
William Hair

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PROFITABLE MARKETING AGRICULTURAL COMMODITIES
Number:
E

FY Start:
7/1/2016
**Description** - What will the student know or be able to do upon completion of the program?:
Students will demonstrate an understanding of profitable marketing of agricultural commodities.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Sustainable Agriculture

**Cumulative Assessment Results (Numeric):**
43.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

**Online Instructional Delivery :**

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**

**Analyze the disaggregated data results above:**

**ASSESSMENT(S)---------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
SCDA Certified SC Program
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: SCDA Certified SC Program presentation
How: Selected Test Questions
Who: Ag students
Where: AGR 201

**Type of Assessment:**
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score a 70% or higher on selected test questions.

Student Success Improvement Goal:
Students will gain an understanding on profitably marketing agricultural commodities as explained by a representative from the SCDA Certified SC Program.

Student Group to be Assessed:
AGR 201 students

Actual Results of Assessment (Percentage):
43.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
43% of the students scored a 70% or higher.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
43% of the students were able to explain through a submitted report how the SC Department of Agriculture's Certified SC Grown program is working to make our state's agriculture more sustainable through profitable marketing strategies.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The goal was not met due to students not submitting the report.

Re-evaluation Date:
10/23/2017

Changes made to process/modifications:
Will instruct students on the importance of submitting assignments.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

AGRICULTURAL OPERATION DIVERSITY

Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will use a variety of skills to evaluate the diversity of an agricultural operation.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)--------------------------------------------------------------------

RELATED ITEM LEVEL 1

Agricultural Diversity
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Agricultural Diversity Project PPT Presentation
How: Presentation Rubrics
Who: Ag students
Where: AGR 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): 80% of students will achieve 70% or higher on presentation

Student Success Improvement Goal:
Students will develop a presentation and articulate the principles of what characterizes a diverse agricultural operation.

Student Group to be Assessed:
AGR 201 students

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students scored a 70% or higher on the assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring a 70% or higher was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students exhibited knowledge of agricultural diversity and how it relates to sustainable practices. Students enjoyed hearing about their classmates operations and grew professionally through giving an oral presentation.

Re-evaluation Date:
12/7/2017

Changes made to process/modifications:
No changes.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Crop Diversity
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Crop Diversity Report
How: Crop Diversity Rubrics
Who: Ag students
Where: AGR204

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:
Students will gain an understanding of plant origins and current breeding work in a diversity of crops that can be produced in sustainable agricultural production system.

Student Group to be Assessed:
AGR 204 students

Actual Results of Assessment (Percentage):
71.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
71% of the students achieved 70% or higher.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students achieving 70% was not met.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students gained an understanding of plant origins and current breeding work in a diversity of crops. They were able to report how many different varieties can be developed from one ancestral plant.

It was due to students NOT submitting the report that the goal was not met.

Re-evaluation Date:
4/17/2018

Changes made to process/modifications:
No changes.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Business
Associate Degree, Administrative Office Technology and Related Diploma
PERFORM BASIC OFFICE/RECEPTIONIST FUNCTIONS
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform basic office/receptionist functions.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):
80% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
50.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
92.00

Analyze the disaggregated data results above::

The online section was an independent study with two students. One of the students scored an average of 66% which brought down the success rate for that section to 50%.

The traditional class had 13 students in it, and one student was unsuccessful in achieving the 70% goal because of several missed assignments.

ASSESSMENT(S)--------------------------------------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Practice proper office procedures
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Accurately prepare reports, maintain records, process mail, maintain an appointment calendar, greet visitors

How: Students will practice proper office procedures by completing a series of related homework assignments.

Who: AOT students in MGT110, Office Management

When: 1st year AOT curriculum

Where: Classroom lecture, video presentations and homework assignments

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of projects, tests and labs.

Student Success Improvement Goal:

Student Group to be Assessed:
AOT students in MGT110

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students were successful.

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
Of the students who were not successful, all had failed to complete some assignments. Of the students who were successful, all of them except one scored an average above 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
AOT students as a whole, understand proper office procedures.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

USE COMPUTER SKILLS

Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Use computer skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
87.00

Cumulative Assessment Results (Text):
87% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
0.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:
There were two students in the online (independent) section. One student did not do the project. The other student completed a portion of it. Since this was a small sample, we cannot draw any conclusions about AOT students as a whole.

ASSESSMENT(S)--------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate proficiency with Microsoft Office, proofread and edit documents, use the Internet for research

Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate proficiency with Microsoft Office, proofread and edit documents, use the Internet for research

How: Students will complete a technology project.

Who: AOT students in MGT 110, Office Management

When: 1st year AOT curriculum

Where: Lab/classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of projects, tests and labs

Student Success Improvement Goal:

Student Group to be Assessed:
AOT students in MGT 110

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of students were successful

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:

The independent study section in Spring did not complete the project. This brought down the overall success rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students researched and created a virtual office proposal. They created a PowerPoint to present their proposals. Most AOT students have a good understanding of your to do research and present their findings.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DEMONSTRATE PROFESSIONAL ATTRIBUTES (SOFT SKILLS)
Number:
C

FY Start:
7/1/2016
FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional attributes (soft skills).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyse the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------------------------------------------------------------
 RELATED ITEM LEVEL 1
 Learn and practice proper office procedures
 Embedded Outcome Number:
 C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Show professionalism, learn workplace protocol, time management, demonstrate knowledge of workplace ethics, demonstrate critical-thinking and communication skills.

How: Students will learn and practice proper office procedures while being evaluated by an internship supervisor.

Who: Students in MGT290, SCWE in Management
When: 2nd year AOT curriculum

Where: Approved employer site

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will receive a satisfactory performance evaluation by an internship supervisor.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
Students in MGT290

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
All of the students received a satisfactory performance evaluation.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?**:
All students were rated highly by their supervisors.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
AOT students have the required skills to work in an office environment.
Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP INTERPERSONAL SKILLS
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Develop interpersonal skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All students completed their internships.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Practice interpersonal skills through interaction with others at an employer site
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Show flexibility, initiative and the ability to cooperative work with others; develop team building skills

How: Students will practice interpersonal skills through interaction with others at an employer site

Who: Students in MGT290, SCWE in Management

When: AOT 2nd year curriculum

Where: Internship at an employer site

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of internship.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in MGT290

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students successfully completed the internship.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students received high marks in their employer evaluations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
AOT students have the interpersonal skills need to be successful on the job.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

DEMONSTRATE PRE-EMPLOYMENT SKILLS
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate pre-employment skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Create a resume, cover letter, follow-up letter, demonstrate proper interviewing skills
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Create a resume, cover letter, follow-up letter, demonstrate proper interviewing skills

How: Students will complete assignments and a mock interview

Who: Students in MGT110, Office Management

When: 1st year AOT curriculum

Where: AOT classroom, mock interview site

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of assignments and interview.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in MGT110
Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students were successful.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Three of the fifteen students did not complete an online portfolio. All students did well in the mock interview.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students have acquired skills in professionalism. They are able to present themselves professionally through their online portfolios and through mock interviews.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
Associate Degree, Business Administration: Accounting

AQUIRE KNOWLEDGE OF BASIC ACCOUNTING PROCESS

Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of basic accounting processes.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
71.00

Cumulative Assessment Results (Text):
71% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
86.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
69.00

Analyze the disaggregated data results above::
Online students performed better than students in the classroom.
**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

**Demonstrate basic accounting terminology and flow of accounting process**

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate basic accounting terminology and flow of accounting process.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will complete assignments with a grade of 70 C or better.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
Students in ACC101

**Actual Results of Assessment (Percentage):**
71.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
71% of students were successful.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Three of the students did not do the assignment, and this brought down the overall average. Of the students who scored below 70%, most of them scored between 60 and 69%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

The overall success rate met the criteria. Students who completed the assignment have a good understanding of the basic accounting flow.

**Re-evaluation Date:**
8/1/2018

**Changes made to process/modifications:**
We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We have also implemented an accounting simulation (MyAccountingLab) that students can use to improve their homework scores. We will continue to monitor classes to determine if we need to provide more support for students.

**Person responsible for modifications:**
Debra Jones/Dr. Katleen Dooley

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**PREPARE GENERAL LEDGER**

**Number:**
B

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Prepare a general ledger.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
70.00

Cumulative Assessment Results (Text):
70% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
57.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
72.00

Analyze the disaggregated data results above::
Online students were not as successful as the students in the classroom.

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Prepare chart of accounts, analyze accounting transactions, prepare journal entries and post to ledgers.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Analyze accounting transactions, prepare journal entries and post to ledgers.

How: Practice Set Project : Students will be given specific information on how to analyze
transactions and journalize and post to a general ledger, and will be required to show extensive mastery of these within the project.

Who: Students enrolled in ACC101, Accounting Principles I

When: 1st year ACC curriculum.

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC101

Actual Results of Assessment (Percentage):
70.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70% of students met the criteria.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
10% of students did not complete the assignment. Of the students who completed the assignment, 18% scored 50 or less. The project is very time consuming any many students do not do it or start it but don't complete it due to the amount of time involved rather than a lack of capability. All (100%) of the students who received a poor score (less than 70) did so because of incompletion.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Accounting students have a good understanding of how to prepare and analyze transactions.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

In the future this project will completed by accounting majors in a higher level course. Another assessment will be chosen for this SLO starting 2017/2018.

Person responsible for modifications:
Debra Jones/Dr. Kathleen Dooley

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RECONCILE ACCOUNTS
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Reconcile accounts.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
67.00

Cumulative Assessment Results (Text):
67% of students met the criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
67.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Reconcile accounts
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Reconcile accounts.

How: Practice Project: Students will be given in depth instructions and information how to prepare and reconcile accounting data.

Who: Students enrolled in ACC 240, Computerized Accounting

When: 2nd year ACC curriculum.

Where: Classroom
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will complete assignments with a grade of 70 C or better

Student Success Improvement Goal:

Student Group to be Assessed: ACC 240

Actual Results of Assessment (Percentage): 67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 67% of students met the criteria.

Results of Assessment Date: Summer

Key Findings - Based on your assessment data, what factors influenced the results?: This was a small group, three students. One student scored below 70, which had a large impact on the overall success rate. The other two students score above 90.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Because of the small sample, it is hard to develop any conclusions concerning students ability to reconcile accounts.

Re-evaluation Date: 8/1/2018

Changes made to process/modifications:
We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We will continue to monitor classes to determine if we need to provide more support for students.

**Person responsible for modifications:**
Debra Jones/Dr. Kathleen Dooley

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**PREPARE MANUAL/COMPUTERIZED FINANCIAL STATEMENTS**

**Number:**
D

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Prepare manual/computerized financial statements.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Accounting

**Cumulative Assessment Results (Numeric):**
100.00

**Cumulative Assessment Results (Text):**
All of the students met the criteria.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------
RELATED ITEM LEVEL 1
Prepare a proper and complete income statement.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare a proper income statement

How: Project: Students will be given procedures on completing the income statement and will need to show understanding of concepts as well as practical preparation of the statement given an adjusted trial balance.

Who: Students enrolled in ACC40, Computerized Accounting

When: 2nd year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.
Student Success Improvement Goal:

Student Group to be Assessed:
ACC240

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students successfully completed the project.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All of the students score above 90% on the project.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This was a small sample, so we cannot draw any conclusions regarding the population of accounting students.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones/Dr. Kathleen Dooley

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PREPARE FEDERAL & STATE FORMS
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Prepare federal and state forms.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
92.00

Cumulative Assessment Results (Text):
92% of students met the success criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
83.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:
The online students were not as successful. The one score below 70% came from an online section.
RELATED ITEM LEVEL 1

Prepare federal and state income tax forms.
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare federal and state income tax forms.

How: Tax return project, where students are given multiple returns to complete. (This metric was changed as the IRS does not allow VITA certification for non-VITA volunteers.)

Who: Students in ACC124, Individual Tax Procedures

When: 1st year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will earn a C or better on this assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC124

Actual Results of Assessment (Percentage):
92.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of students were successful.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
58% of students scored 80% or above.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Accounting students have a good understanding of how to prepare federal and state income tax forms.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones/Dr. Kathleen Dooley

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE COST ACCOUNTING TECHNIQUES
Number: F
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Use cost accounting techniques.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric): 77.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery : 77.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Basic job costing methods.
Embedded Outcome Number: F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate basic job costing methods.

How: Exam

Who: Students in ACC102, Accounting Principles II

When: 1st year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC102

Actual Results of Assessment (Percentage):
77.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
77% of students met the success criteria.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Grades ranged from 50% to 100%. 61% of students scored at 90% or above.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
Accounting students have a good understanding of basic job costing methods.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones/Dr. Kathleen Dooley

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ANALYZE FINANCIAL STATEMENTS.

Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Analyze financial statements.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting
Cumulative Assessment Results (Numeric): 80.00

Cumulative Assessment Results (Text): 80% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Calculate and interpret financial ratios.
Embedded Outcome Number: G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Calculate and interpret financial ratios.
How: Exam
Who: Students enrolled in ACC102, Principles of Accounting II
When: 1st year ACC curriculum
Where: Classroom

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed: ACC102

Actual Results of Assessment (Percentage): 80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 80% of students were successful.

Results of Assessment Date: Summer

Key Findings - Based on your assessment data, what factors influenced the results?: Accounting students have a good understanding of how to calculate and interpret financial ratios.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Re-evaluation Date: 8/1/2018

Changes made to process/modifications:

Person responsible for modifications: Debra Jones/Dr. Kathleen Dooley

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DEMONSTRATE KNOWLEDGE OF ACCOUNTING TOOLS

Number:
H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of accounting tools.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
67.00

Cumulative Assessment Results (Text):
67% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Calculate basic business math, use touch system adding machine/calculator, prepare schedules.

Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Calculate basic math, use touch system adding machine/calculator, and prepare schedules.

How: Exam : Students will demonstrate their ability and understanding of basic accounting tools through preparation of a payroll register, calculating paycheck information, and utilizing the classroom adding machines.

Who: Students enrolled in ACC150, Payroll Accounting

When: 2nd year ACC curriculum

Where: Classroom

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC150
Actual Results of Assessment (Percentage):
67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students were successful.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
This was a small group. One student did not complete the assignment, and it had a significant impact on the overall success rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The sample size was too small to draw any conclusions about the population of accounting students.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones/Dr. Kathleen Dooley

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE COMPUTER SKILLS

Number: I

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Use computer skills to demonstrate accounting principles.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students met the criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Use of computer to accomplish accounting tasks, make regular backups, use applications (software) that is used in the industry.
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Use a computer to make regular backups, use applications (software) that is used in the industry.

How: Peachtree Project: Students will be required to demonstrate their understanding and ability to use common general ledger software to complete a project.

Who: Students enrolled in ACC240, Computerized Accounting

When: 2nd year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete the project with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC240

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students met the success criteria.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
This was a small group of students. There were no key findings.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The sample size was too small to draw any conclusions.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have created an accounting skills lab with a dedicated tutor to help students with accounting assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jomes/Dr. Kathleen Dooley

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DEVELOP/USE BUSINESS COMMUNICATION SKILLS
Number:
J

FY Start:
7/1/2016

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Develop/use business communication skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1

Communicate (professionally) with a client
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Communicate (professionally) with a client. How: VITA/Internship : Students will complete an internship for the VITA (tax preparation) program whereby they interact with clients in the local community. Who: Students enrolled in MGT 290, Special Topics in Accounting When: 2nd year ACC curriculum Where: Classroom/communit
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT 290

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students were successful.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
None.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

DEMONSTRATE PROFESSIONALISM

Number:
K

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Assume responsibility and perform duties in a professional manner,
interact with clients, learn time management and how to prioritize tasks.
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What: Assume responsibility and perform duties in a professional manner, interact with clients,
learn time management and how to prioritize tasks.

How: VITA/Internship : Students will complete an internship for the VITA (tax preparation)
program whereby they interact with clients in the local community.

Who: Students enrolled in ACC275, Special Topics in Accounting

When: 2nd year ACC curriculum

Where: Classroom/local community

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC275
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students were successful.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
None.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Business Administration: Enterprise Management and Related Certificates
DEVELOP MANAGEMENT SKILLS
Number:
A

FY Start:
7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Develop management skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
82.00

Cumulative Assessment Results (Text):
82% of students met the criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
79.00

Analyze the disaggregated data results above:
Success rates in students in traditional course delivery was lower than the success rate among online students.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Acquire decision making, coaching and conflict resolution skills, employee relations
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Acquire decision making, coaching and conflict resolution skills, employee relations

How: Students will complete a series of management simulations

Who: Students in MGT 101, Principles of Management

When: 1st year Business curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):  
EA: 70% of students will complete requirements with 70% C or better grade.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT 101

Actual Results of Assessment (Percentage):
82.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82 percent of students met the standard.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Out of the 43 business students who were assessed, 8 did not meet the goal of 70% on the simulations. Of the 8 who were below 70, 4 did not complete the assignments. Of the 4 who did all of the assignments, all scored an average between 60 and 70%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**

**What actions will be taken?:**

It appears that most students do well in management scenarios.

**Re-evaluation Date:**

8/1/2018

**Changes made to process/modifications:**

No changes were made to the process, but we will continue to provide support for students who may have difficulty in conflict resolution and decision making.

**Person responsible for modifications:**

Debra Jones

**Progress:**

Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**

Yes

**DEMONSTRATE INTRODUCTORY MARKETING SKILLS**

**Number:**

B

**FY Start:**

7/1/2016

**FY End:**

6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate introductory marketing skills.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Enterprise Management and Related Certificates

**Cumulative Assessment Results (Numeric):**
69.00

**Cumulative Assessment Results (Text):**
69% of students met the goal.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

**ASSESSMENT(S)----------------------------------------------------------**
**RELATED ITEM LEVEL 1**

**Collect marketing data, develop sales skills**

**Embedded Outcome Number:**
B-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Learn how to collect marketing data, develop sales skills.
How: Marketing Plan: Students will develop a marketing plan that includes a marketing budget.
Who: Students in MKT101, Marketing
When: 1st year Business curriculum
Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete Marketing Plan with a 70% C or better grade.

Student Success Improvement Goal:

Student Group to be Assessed:
MKT101

Actual Results of Assessment (Percentage):
69.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
69% of students met the goal.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Of the 29 students who completed the course, 9 did not complete the plan. Of the 20 students who completed the assignment, all scored at least 70%.

Students who did not complete the assignment were in two of the four sections taught, one day and one night section. The night section was an 8 week accelerated class.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
Students who did not do the assignment weighed heavily on the overall success rates. There doesn't appear to be any major differences between day and night success rates or full-term vs. mini-term.

**Re-evaluation Date:**
8/1/2018

**Changes made to process/modifications:**
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

**Person responsible for modifications:**
Debra Jones

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**PRACTICE ACCOUNTING SKILLS**

**Number:**
C

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?**:
Practice accounting skills.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Enterprise Management and Related Certificates
Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students met the goal.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

Students in both the traditional and online classes met the success criteria.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Reconcile bank accounts, prepare pro forma accounting statements
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Learn how to reconcile bank accounts, prepare pro forma accounting statements.

How: Financial Statements and Supporting Documents: Students will prepare financial statements and all necessary supporting budgets, schedules, etc. to support Business Plan. These skills are first introduced in ACC101 (see Accounting Student Learning Outcomes). The skills are applied in BUS110.

Who: Students in BUS 110, Entrepreneurship

When: 2nd year Business curriculum
Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete assignments with a 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
BUS 110

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students met the goal.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
This course was taught in the classroom and online. There was no difference in the success rates between the two sections.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students have a good understanding of how to develop accounting statements.

Re-evaluation Date:
8/1/2018
Changes made to process/modifications:

No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP PERSONAL FINANCE SKILLS

Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Develop personal finance skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
68.00

Cumulative Assessment Results (Text):
68% of students met the goal.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
67.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
68.00

Analyze the disaggregated data results above:
There was little difference in the success rate among traditional and online students.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Develop budgeting skills, understand personal finance/credit, manage credit, calculate amortization, depreciation and interest
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Develop budgeting skills, understand personal finance/credit, manage credit, calculate amortization, depreciation and interest.

How: Personal Financial Plan: Students will create a personal financial plan based on scenario given in class to improve on time value of money.

Who: Students in BAF 101, Personal Finance

When: 1st year Business curriculum

Where: Classroom/Lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
70% of students will receive a grade of C or better on all assignments.

Student Success Improvement Goal:

Student Group to be Assessed:
BAF 101

Actual Results of Assessment (Percentage):
68.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
68% of students met the goal.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Of the thirty-four students who completed the course, ten did not complete the plan. Of the twenty-four students who completed the assignment, all except one scored at least 70%.

The course was taught in a compressed format in two of the four sections taught. In the mini-term sections, five of the eight students did not do the assignment.

In the two traditional sections, four of the twenty students did not complete the assignment, and they were all part of the Spring 2017 section. This was 36% of the students in that section.

In the online section, one of the six students completed one-half of the assignment.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The two mini-term sections had small enrollments, so it is hard to draw a conclusion about the reasons for the low submission rate. The Spring 2017 traditional class also had a fairly high rate of students not completing the assignment.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

We have begun offering a lab for students who need help with completing the finance plan. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP COMPUTER SKILLS
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Develop computer skills.

Progress:
Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
43.00

Cumulative Assessment Results (Text):
43% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
43.00

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use industry standard software to develop computer skills</td>
<td>E-1</td>
</tr>
</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Use industry standard software to develop computer skills.

How: Students will use Excel to create spreadsheets that are representative of those used to manage a business. Computer training is done in CPT170 (Microcomputer Applications) and CPT174 (Spreadsheets), and acquired skills are applied throughout the General Business curriculum. Employers emphasize the importance of Excel skills.

Who: Students in MGT 240, Management Decision Making
When: 2nd year Business curriculum

Where: Classroom/Lab

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will receive 70% or better on the assignments.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
MGT 240

**Actual Results of Assessment (Percentage):**
43.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
43% of students were successful.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

We used the average of five Excel assignments to determine the success rate. Of the students who averaged below 70, all had missed at least one assignment, which resulted in an average below 70.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

If the student completed the assignment, they did well. It is possible that the reason for not completing an assignment is that the student did not feel comfortable enough with Excel to attempt the assignment.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have begun offering a lab for students who need help with completing Excel Assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE LEADERSHIP SKILLS
Number: F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Demonstrate leadership skills.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
91% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
91.00

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Organize work, prioritize, and take ownership of problems
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to organize work, prioritize, and take ownership of problems.

How: Internship supervisor evaluation: Students will use their leadership skills, including organization and time management skills, while working at an approved employer site.

Who: Students in MGT 290, SCWE in Management

When: 2nd year Business curriculum

Where: Employer site
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete all assignments and receive 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT 290

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students met the success criteria.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
One student did not complete the internship. Of the students who completed it, all scored high marks with their site supervisors.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students work very well in a supervised internship, and can prioritize tasks, manage their time, and take ownership of problems.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

**Person responsible for modifications:**
Debra Jones

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

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**DEVELOP PROFESSIONALISM**

**Number:**
G

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?**:
Develop professionalism.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Enterprise Management and Related Certificates

**Cumulative Assessment Results (Numeric):**
91.00

**Cumulative Assessment Results (Text):**
91% of students were successful.

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**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
91.00

Analyze the disaggregated data results above:

**ASSESSMENT(S)---------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Demonstrate interviewing skills, work ethic, appropriate dress, stress management techniques, professional conduct, how to conduct themselves in a diverse work environment**

**Embedded Outcome Number:**
G-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Demonstrate interviewing skills, work ethic, appropriate dress, stress management techniques, professional conduct, how to conduct themselves in a diverse work environment.

How: Internship: Students will complete an approved internship at an approved employer site. Students will report to work, dress appropriately, use office technology and equipment, and get hands on experience in teamwork and other soft skills.

Who: Students in MGT 290, SCWE in Management

When: 2nd year Business curriculum.

Where: Approved employer site

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will complete assignments with a 70% C or better in the class.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT 290

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students received an acceptable supervisor evaluation.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
One student did not complete the internship. Of the students who completed the internship, all received high marks on the performance evaluations.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students are able to dress appropriately and work within a diverse office environment.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Summative Assessment of All 3 QEP SLOs in Capstone Course

**Was the QEP Rubric used to assess this activity?:**
Yes

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**COMMUNICATE EFFECTIVELY**

**Number:**
H

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Communicate effectively.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Enterprise Management and Related Certificates

**Cumulative Assessment Results (Numeric):**
100.00

**Cumulative Assessment Results (Text):**
All of the students successfully completed the project.

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**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**
No

**Online Instructional Delivery :**

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**
Analyze the disaggregated data results above:

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

*Use current technology to develop and prepare written and oral reports and presentations.*

Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Create professional business correspondence, prepare written and oral reports, identify chain of command, identify communication channels, communicate on the level of the receiver.

How: Term Project: Students will complete a term project that requires them to identify the appropriate audience, and to use technology to complete and present the project.

Who: Students in MGT240, Management Decision Making.

When: 2nd year Business curriculum. Where: Classroom

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will complete the assignments with a grade of 70% C or better.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

MGT240
**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students successfully completed the project.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
This class was taught as a hybrid, so some students worked online. Students were able to successfully work within a team environment and use technology to work with virtual team members.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Business students work well within a team, including virtual teams. They can use industry standard software to complete a team project and present it to upper management in a professional manner.

**Re-evaluation Date:**
8/1/2018

**Changes made to process/modifications:**
MGT 240 is no longer offered, so this SLO will be assessed in MGT 221, Operations Management II.

**Person responsible for modifications:**
Debra Jones

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP TEAMWORK SKILLS
Number: 1

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Develop teamwork skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students successfully completed the project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Participate in teams and support team members, use creativity for idea generation, and participate in cross-training
Embedded Outcome Number: I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to participate in teams and support team members, use creativity for idea generation, and participate in cross-training.

How: Term Project: Students will complete a term project that requires them to use teamwork to complete and present a project.

Who: Students in MGT 240, Management Decision Making.

When: 2nd year Business curriculum Where: Classroom

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): EA: 70% of students will complete the assignments with a grade of 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed: MGT 240

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: All of the students successfully completed the project.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This class was taught as a hybrid, so some students worked online. Students were able to successfully work within a team environment and use technology to work with virtual team members.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Business students work well within a team, including virtual teams.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
MGT 240 is no longer offered, so this SLO will be assessed in MGT 221, Operations Management II.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE INTRODUCTORY BUSINESS LAW CONCEPTS
Number:
J

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate introductory business law concepts.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
91% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
91.00

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Learn labor laws, collection laws, employee/employer rights
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn labor laws, collection laws, employee/employer rights.

How: Students will be required to create a written report on labor law and employee/employer rights.

Who: Students in MGT201, Human Resource Management
When: 2nd year Business curriculum
Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete assignments with a grade of 70% C or better

Student Success Improvement Goal:

Student Group to be Assessed:
MGT201, Human Resource Management

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students met the success criteria.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
One student did not complete the assignment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students understand labor and collection laws, as well as the rights of employees and employers.

Re-evaluation Date:
8/1/2018
Changes made to process/modifications:

No changes were made but we will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

 Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Entrepreneurship Certificates
DEVELOP A BUSINESS PLAN
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Develop a business plan

Progress:
Completed

 Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Write a business plan
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Research a business idea and use the information to create a road map for developing this idea into a business.

How: Students will use their research, computer, and analytical skills to write a complete business plan for the business idea they choose.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on Business Plan.
Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120, Business Plan

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students were successful.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
This was a small sample. We cannot draw any conclusions about a students ability to write a business plan.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
EMPLOY BUSINESS TERMS AND TACTICS WITHIN THE SMALL BUSINESS ENVIRONMENT

Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Employ business terms and tactics within the small business environment

Progress: Completed

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
50.00

Cumulative Assessment Results (Text):
50% of students met the goal.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
50.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate an understanding of business terms and strategies.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:


How: Students will run several business simulations.

Who: Students in BUS 116, Business Opportunity Analysis

When: 1st Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will show continuous improvement (score C or better) in running simulated business ventures.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 116, Business Opportunity Analysis

Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of the students were successful.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?: None.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This was a small sample. We cannot draw any conclusions about a student's understanding of business strategies.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP A MARKETING PLAN
Number: C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Develop a marketing plan

Progress:
Completed
Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
0.00

Cumulative Assessment Results (Text):
None of the students met the criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
0.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Create a marketing plan.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Collect and analyze marketing data.

How: Marketing Plan: Students will develop a marketing plan that will include a marketing budget.

Who: Students in BUS 120, Business Plan

When: 2nd (spring) semester Entrepreneurship Certificate curriculum

Where: Classroom
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete Marketing Plan with a 70% C or better grade.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120, Business Plan

Actual Results of Assessment (Percentage):
0.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
None of the students were successful.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No students were successful. However grades were between 60 and 69%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This was a small sample. We cannot draw any conclusions about a students ability to create a marketing plan.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
ANALYZE AND RESOLVE PROBLEMS INVOLVING FINANCE

Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Analyze and resolve problems involving finance.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Determine how much money is needed to start a business and how to get the funds needed.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Calculate and describe how much money is needed to start a business and how the money will be used

How: Students will prepare a Source and Use of Funds Statement

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on this assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students met the success criteria.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
This was a small sample. We cannot draw any conclusions about a student's understanding of financing a business.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Make realistic financial projections.
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Prepare budgets and make realistic business projections.

How: Students will prepare realistic sales projections, marketing budget, technology budget, and staffing budget.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on each assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students were successful.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
None.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

This was a small sample. We cannot draw any conclusions about a student's ability to make financial projections.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Prepare and analyze financial statements
Embedded Outcome Number:
D-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare basic financial statements and understand how the information in the statements can be analyzed to make business decisions.


Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score an average 70% C or better on financial statements portion of business plan.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students met the success criteria.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
This was a small sample. We cannot draw any conclusions about a student's ability to prepare and analyze financial statements.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
DEMONSTRATE PERSONAL QUALITIES NEEDED TO FUNCTION EFFECTIVELY WITH INDIVIDUALS IN SUPERVISION, EVALUATION, AND CONTROL
Number: E

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate personal qualities needed to function effectively with individuals in supervision, evaluation, and control

Progress: Completed

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric): 50.00

Cumulative Assessment Results (Text): 50% of students met the success criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 50.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate effective supervision, evaluation, and control of subordinates

Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to effectively supervise, evaluate and control subordinates in the workplace

How: Students will complete a series of scenario-based simulations related to supervision, evaluation and control of subordinates

Who: Students in MGT101, Principles of Management

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the simulations

Student Success Improvement Goal:
Student Group to be Assessed:
Entrepreneurship students in MGT101, Principles of Management

Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of students met the success criteria.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
This was a small sample. We cannot draw any conclusions about a student’s understanding of supervision.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF CURRENT LEGAL ISSUES INVOLVED IN STARTING AND OPERATING A BUSINESS

Number: F

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Demonstrates knowledge of current legal issues involved in starting and operating a business

Progress: Completed

Responsible Roles:

Program: Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric): 100.00

Cumulative Assessment Results (Text): All of the students met the success criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELEVANT ITEM LEVEL 1

Demonstrate understanding of current legal issues involved in starting and operating a small business
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Evaluate different forms of business ownership and address other legal matters required to start a business.

How: Students will evaluate the advantages and disadvantages of the different forms of business ownership and choose the form that is best for their business. They will also determine the form of business ownership they anticipate in the future. They will also determine the licenses and permits needed for their business. This information will be included in the Business Plan.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on legal issues section of Business Plan.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students met the criteria.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
This was a small sample. We cannot draw any conclusions about a student’s understanding of the legal issues of starting a business.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP EFFECTIVE COMMUNICATION TO ADMINISTER POLICY BOTH INTERNALLY AND EXTERNALLY

Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Develop effective communication to administer policy both internally and externally.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text): All of the students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Communicate effectively to administer policy both internally and externally
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate understanding of effective communication skills dealing with internal customers and external customers.

How: Students will complete Customer Service Certification.
Who: Students in MKT 135, Customer Service Techniques

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will pass certification exam.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
MKT 135, Customer Service Techniques

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All of the students met the success criteria.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
None.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
This was a small sample. We cannot draw any conclusions.
Certificate, Logistics
DEVELOP WAREHOUSE SUPERVISION SKILLS
Number: A

FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Demonstrate the ability to supervise a warehouse operation.

Progress: Completed

Responsible Roles:

Program: Certificate, Logistics

Cumulative Assessment Results (Numeric): 67.00

Cumulative Assessment Results (Text): 67% of the students met the criteria.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

**Online Instructional Delivery:**
50.00

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
100.00

Analyze the disaggregated data results above:
Traditional students performed better than online students.

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**ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1**

**Acquire decision making, coaching, conflict resolution skills, and employee relationship management skills**

**Embedded Outcome Number:**
A-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Student will demonstrate decision making, coaching, conflict resolution skills, and employee relationship management skills

How: Students will successfully complete a series of management decision-making simulations

Who: LOG Students in MGT101, Principles of Management

When: 1st semester Logistics curriculum

Where: Classroom/Simulation
Type of Assessment: 
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 
70.00

Minimum Expected Outcome for Level of Achievement (Text): 
At least 70% of students will successfully complete the simulations.

Student Success Improvement Goal:

Student Group to be Assessed: 
Logistics students in MGT101

Actual Results of Assessment (Percentage): 
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

All of the students were successful.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

This was a small sample. We cannot draw any conclusions about a student’s ability to coach or resolve conflict.

Re-evaluation Date: 
8/1/2018
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate knowledge of shipping and receiving procedures
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate proper procedures for shipping and receiving items in a warehouse

How: Students will successfully complete a project

Who: Students in LOG110, Introduction to Logistics

When: 1st semester Logistics curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): At least 70% of students will successfully complete the project

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG110, Introduction to Logistics

Actual Results of Assessment (Percentage): 50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 50% of students were successful.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?: None.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This was a small sample. We cannot draw any conclusions.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have begun offering a lab for students who need help with completing the assignments. We will continue to monitor classes to determine if we need to provide more support for students.
Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF WAREHOUSE EQUIPMENT

Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the ability to operate and maintain equipment commonly found in warehousing.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):
67.00

Cumulative Assessment Results (Text):
67% of students met the success criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)

RELATED ITEM LEVEL 1

Ensure that equipment is correctly operated and maintained

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will apply learned knowledge regarding warehouse equipment to operate and maintain equipment that is commonly found in a warehouse

How: Students will successfully complete a series of relevant labs

Who: Students in LOG 113, Material Handling Technology

When: 2nd semester Logistics curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the labs.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG113, Material Handling Technology

Actual Results of Assessment (Percentage):
67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students were successful.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This was a small sample. One student did not complete any assignments, and this had an impact on the overall success rate. The two students who completed the project scored at or above 90%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students who complete the assignment do well.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have begun offering a lab for students who need help with completing the assignments. We will continue to monitor classes to determine if we need to provide more support for students.
Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP CUSTOMER SERVICE SKILLS
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of customer order requirements.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students met the success criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
100.00
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate customer service skills
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate the ability to schedule and monitor shipments to ensure prompt delivery

How: Students will successfully complete a quiz on order management and customer relationship management

Who: Students in LOG110, Introduction to Logistics

When: 1st semester Logistics curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG 110, Introduction to Logistics

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students were successful.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
None.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
This was a small sample. We cannot draw any conclusions.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have begun offering a lab for students who need help with completing the assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students met the success criteria.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00
Analyze the disaggregated data results above:

ASSESSMENT(S)........................................................................................................

RELATED ITEM LEVEL 1

Demonstrate the ability to communicate with warehouse personnel, customers and suppliers in a supply chain

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to prepare written and oral reports, identify chain of command, identify communication channels, communicate on the level of the receiver, professional conduct, how to conduct themselves in a diverse work environment.

How: Students will complete a series of simulations that requires communication with personnel, customers and suppliers

Who: Students in MGT 101, Principles of Management

When: 2nd year Logistics curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete the simulations with a 70% (C or better).

Student Success Improvement Goal:

Student Group to be Assessed:
Students in MGT 101, Principles of Management
Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students met the criteria.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
None

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This was a small sample. We cannot draw any conclusions.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
We have begun offering a lab for students who need help with completing the assignments. We will continue to monitor classes to determine if we need to provide more support for students.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Computer Technology
Associate Degree, Computer Technology - Network Security and Information Assurance

CLIENT COMPUTING AND USER SUPPORT

Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in client computing and user support.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
76.00

Cumulative Assessment Results (Text):
76% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; troubleshooting, diagnostic testing and repair of identified computer problems. This included the demonstration of appropriate soft skills when working with customers.

There were 13 student participants in this assessment. The decrease in number of students enrolled is due to the course offering being reduced to just one class per year. CPT 209 is now only offered during the Fall semester.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in CPT 209

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of the students will successfully complete troubleshooting strategies in the capstone project.

Student Success Improvement Goal:

70% of students will successfully complete and practice troubleshooting strategies while completing PC Repair services within a lab environment.


**Student Group to be Assessed:**
Seniors in CPT 209

**Actual Results of Assessment (Percentage):**
76.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

76% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; troubleshooting, diagnostic testing and repair of identified computer problems. This included the demonstration of appropriate soft skills when working with customers.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**

The results of this assessment were based on lab and lecture activity performed in CPT 209 during the Fall 2016 semester. The results indicate an increase of 1% over last year's assessment. Out of the students enrolled, we had a total of 3 that had to withdraw after the Add/Drop period due to unforeseen life circumstances that prohibited them from participating in the PC Repair Lab.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to complete the troubleshooting process, while ultimately conveying their findings to their clients.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Students develop more confidence and become more successful through application of material.
Re-evaluation Date:
5/31/2018

Changes made to process/modifications:

For Fall 2017 semester, the Mike Myers Passport to CompTIA A+ Certification book, has been incorporated into the course. To assist with students retaining information for service project and certification. In addition to additional learning material that has been added, the actual fee for the CompTIA A+ exam will be added to the cost of the course beginning Fall 2018.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

NETWORKING AND CONVERGENCE

Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in networking and convergence.

Progress:
Completed

Responsible Roles:

Program:
Cumulative Assessment Results (Numeric):
58.00

Cumulative Assessment Results (Text):

58% of students scored 70% or greater on the simulated exams.

There were 43 student participants in this assessment. Out of the total number of enrollees, 18 students either failed or W.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Yes

Online Instructional Delivery:
44.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
81.00

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a higher passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam changed from the Summer/Fall 2016 semesters to the Spring 2017 semester. The new certification material were delivered online, which students were introduced to new items that may have not been reflected in their previous courses prior to enrollment in IST 245.

ASSESSMENT(S)------------------------------------------------------------

RELEVANT ITEM LEVEL 1

Demonstrate the layers, protocols and components of the OSI model in order to carry out basic network troubleshooting techniques.

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245
How: Students will demonstrate the layers, protocols and components of the OSI model in order to carry out basic network troubleshooting techniques.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 1 Test and Module 10 Test in IST 245

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of the students will successfully pass the Module exams

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 245 Students

Actual Results of Assessment (Percentage):
58.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
58% of students scored 70% or greater on the simulated exams.

There were 43 student participants in this assessment. Out of the total number of enrollees, 18 students either failed or W.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:

The results of this assessment were based on simulated lab and lecture activity performed in IST 245 courses during summer, fall and spring semesters.

Several online students dropped the course, which resulted in the overall percentage to drop significantly. This was in part due to the new certification requirements that was introduced during the Spring 2017 online semester, which students may have had difficulty grasping in such a short period of time.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

The overall success rate was not achieved, thus when certification requirements are to change from semesters, it may be best that more time is given to online participants on those key areas in order to succeed.

Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
Students will not be required to learn new certification requirements for certification exams not unless the current certification exam will be retired in less than a 6 months upon completion of course. This will give faculty and students more time to adequately prepare for changes.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No
SERVERS, STORAGE AND VIRTUALIZATION

Number:  
C

FY Start:  
7/1/2016

FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:  
Demonstrate core IT competency in servers, storage and virtualization.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):  
100.00

Cumulative Assessment Results (Text):  
100% of students scored 70% or greater on the simulated exam.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Discuss and implement how virtualization (Hyper-V) could be used in a given proposed solution.
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 260

How: Students will be able to apply and implement virtualization (Hyper-V) in a given proposed solution.

Who: Second Year IT students

When: Second Year

Where: Simulated lab practicals for Module 3 Test in IST 260

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will pass the module test with 70% or better.

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 260

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of students scored 70% or greater on the simulated exam.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on simulated lab and lecture activity performed in IST 245 courses during fall and spring semesters.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to complete the installation, management and configuration of Hyper-V role in system administration of Windows Server 2012R2

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporate an actual software download of server software via Imagine account for students to install and use for practice at home via VirtualBox.

Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
For upcoming Fall 2017 semester the installation of software via VirtualBox will be mandatory.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
Description - What will the student know or be able to do upon completion of the program?:
Function effectively as a member of a team to accomplish common goals.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
94.00

Analyze the disaggregated data results above:
The success rate for both online and F2F has increased. The only reason the F2F percentage is lower, is that the one student did not successfully complete the course due to having to withdraw because of personal medical reasons.

**ASSESSMENT(S)-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario**

**Embedded Outcome Number:**
D-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of all students will successfully complete the course.

**Student Success Improvement Goal:**
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

**Student Group to be Assessed:**

IST 290

**Actual Results of Assessment (Percentage):**

96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 25 student participants in this assessment.

**Results of Assessment Date:**

Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Include a direct evaluation from immediate supervisor upon completion of internship.

**Re-evaluation Date:**
Changes made to process/modifications: 
Student and supervisor evaluations has been incorporated within the completion of the service 
learning project.

Person responsible for modifications: 
Latrice Singletary

Progress: 
Completed

Responsible Roles: 

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION
Number: 
E

FY Start: 
7/1/2016

FY End: 
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Read and interpret technical information, as well as listen effectively to, communicate orally with, and 
write clearly for a wide range of audiences.

Progress: 
Completed

Responsible Roles: 

Program: 
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric): 
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 12 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below. Yes

Online Instructional Delivery: 100.00

Offline Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 94.00

Analyze the disaggregated data results above:
The success rate for both online and F2F has increased. The only reason the F2F percentage is lower, is that the one student did not successfully complete the course due to having to withdraw because of personal medical reasons.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario

Embedded Outcome Number: E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Who: All CPT students
When: First and Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of all students will successfully complete the course.

**Student Success Improvement Goal:**
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

**Student Group to be Assessed:**
IST 290

**Actual Results of Assessment (Percentage):**
96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 25 student participants in this assessment.

**Results of Assessment Date:**
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporation of supervisor evaluation from the organization/individual will assist in developing key interpersonal skills in addition to technical skills. Industry standards will vary by each organization, so faculty may gain insight into what the industry wants/expects from incoming entry level candidates.

Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
Supervisor evaluation of job performance will be added.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CONTINUOUS LEARNING, PROFESSIONAL, LEGAL, AND ETHICAL BEHAVIOR
Number:
F

FY Start:
7/1/2016
FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Engage in continuous learning and research and assess new ideas and information for lifelong learning, while exhibiting professional, legal, and ethical behavior.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
58.00

Cumulative Assessment Results (Text):
58% of students scored 70% or greater on the simulated exams.
There were 43 student participants in this assessment. Out of the total number of enrollees, 18 students either failed or W.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
44.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
81.00

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a higher passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam changed from the Summer/Fall 2016 semesters to the Spring 2017 semester. The new certification material were delivered online, which students were introduced to new items that may have not been reflected in their previous courses prior to enrollment in IST 245.
Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Embedded Outcome Number: F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: RFP Final Project in IST 245

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario. Students will also demonstrate and foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect for the law, for clients, for others, and for self.

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where project is conducted

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will participate and successfully complete in the submission of RFP for IST 245
Student Success Improvement Goal:

70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:

IST 245

Actual Results of Assessment (Percentage):

58.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

58% of students scored 70% or greater on the simulated exams.

There were 43 student participants in this assessment. Out of the total number of enrollees, 18 students either failed or W.

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

The results of this assessment were based on simulated lab and lecture activity performed in IST 245 courses during summer, fall and spring semesters.

Several online students dropped the course, which resulted in the overall percentage to drop significantly. This was in part due to the new certification requirements with regards to new security measures and standards that was introduced during the Spring 2017 online semester, which students may have had difficulty grasping in such a short period of time.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

During the upcoming academic year, emphasis will need to be placed within the CPT courses to fortify the new certification requirements.
Re-evaluation Date:  
5/31/2018

Changes made to process/modifications:

Inclusion of updated security measurements, evaluations and techniques to ensure students success within all CPT classes.

Person responsible for modifications:
Latrice Singletary/Ardelia Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Computer Technology - Programming and Related Certificates
PROGRAMMING COMPETENCY IN CLIENT COMPUTING AND USER SUPPORT
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in client computing and user support in programming

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates
Cumulative Assessment Results (Numeric):
69.2300000000000000000

Cumulative Assessment Results (Text):
Of the 26 students enrolled in CPT-236, 18 passed with a score of 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
69.2300000000000000000

Analyze the disaggregated data results above:
69.23% of the students enrolled in the course successfully passed with 70% or better.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Resolve an identified end-user IT problem and implement a program responsive to an identified scenario.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Programming Project in CPT 236

How: Students will resolve an identified end-user IT problem and implement a program responsive to an identified scenario.

Who: All CPT students

When: First and Second Year CPT students

Where: Programming Lab/Classroom
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will achieve at least a 70 or above on the programming project.

Student Success Improvement Goal: 70% of students will successfully complete the course with a 70 or above on their projects.

Student Group to be Assessed: CPT 236

Actual Results of Assessment (Percentage): 69.2300000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 18 of the 26 students enrolled successfully completed the course with 70% or better.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: 69.23% of the students successfully passed the course. 4 students scored between 69 and 60, just missing the 70%. These students are those that did not successfully complete lab assignments.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:
Dee Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DATABASE AND INFORMATION MANAGEMENT

Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core database and information management techniques.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
84.2100000000000000000

Cumulative Assessment Results (Text):
13 of the 19 students successfully completed the SAM simulation examination with 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
84.21%

Analyze the disaggregated data results above::
84.21% of the students successfully completed the SAM simulation examination with 70% or better.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Diagram a database design based upon an identified scenario.

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Project in CPT 172

How: Students will diagram a database design based upon an identified scenario.

Who: Second Year PC Support Student

When: Second Year PC Support Student

Where: Final Project for CPT 172

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70 % of students are expected to achieve a minimum of a 70% or above on the Access capstone project.

Student Success Improvement Goal:
70% of students will learn how to meet the technology needs of individuals based upon case projects needed for database design application.

Student Group to be Assessed:

CPT 172

Actual Results of Assessment (Percentage):
84.2100000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
13 of the 19 students successfully completed the SAM simulation examination with a 70% or better.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
With the successful completion of the training and the projects, the students are able to pass the SAM simulation examination.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Dee Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

PROGRAMMING AND APPLICATION DEVELOPMENT
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in programming and application development techniques

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
69.2300000000000000000

Cumulative Assessment Results (Text):
18 of the 26 students completed the course with 70% or higher.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
69.2300000000000000000

Analyze the disaggregated data results above:
Use a programming or a scripting language to solve a problem
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Project in CPT 236.

How: Students will use a programming or a scripting language to solve a problem.

Who: Second Year Programming Student

When: Second Year Programming Student

Where: Final Project for CPT 236

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will achieve a 70 or better on the programming project

Student Success Improvement Goal:

Student Group to be Assessed:
Actual Results of Assessment (Percentage):
69.2300000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
18 of the 26 students enrolled successfully completed with a 70% or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
69.23% of the students successfully completed the course with 70% or better.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Dee Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TEAMWORK
Number:
D

FY Start:
7/1/2016

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate teamwork skills on the project with other students

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
94.00

Analyze the disaggregated data results above:
The success rate for both online and F2F has increased. The only reason the F2F percentage is lower, is that the one student did not successfully complete the course due to having to withdraw because of personal medical reasons.
Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration responsive to an identified scenario.

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration responsive to an identified scenario.

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% on the final grade of the project.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.
Student Group to be Assessed:

IST 290

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
Student and supervisor evaluations has been incorporated within the completion of the service learning project.

Person responsible for modifications:
Latrice Singletary
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION SKILLS
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate effective communication skills

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
100.00
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

94.00

Analyze the disaggregated data results above::
The success rate for both online and F2F has increased. The only reason the F2F percentage is lower, is that the one student did not successfully complete the course due to having to withdraw because of personal medical reasons.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate effective communication skills for resolving an identified end-user IT problem
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:  Service Learning Project/Senior Capstone Project in IST 290

How:  Students will demonstrate effective communication skills for resolving an identified end-user IT problem.

Who:  All CPT students

When:  Second Year CPT students

Where:  CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70 or above on the evaluation of their participation

**Student Success Improvement Goal:**

70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

**Student Group to be Assessed:**

IST 290

**Actual Results of Assessment (Percentage):**

96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

**Results of Assessment Date:**

Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
Re-evaluation Date:  
5/31/2018

Changes made to process/modifications:  
Student and supervisor evaluations has been incorporated within the completion of the service learning project.

Person responsible for modifications:  
Latrice Singletary

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CONTINUOUS LEARNING  
Number:  
F

FY Start:  
7/1/2016

FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:  
Display the importance of research and continual learning.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
94.00

Analyze the disaggregated data results above:
The success rate for both online and F2F has increased. The only reason the F2F percentage is lower, is that the one student did not successfully complete the course due to having to withdraw because of personal medical reasons.

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate research skills when developing and presenting proposed solutions to problem.
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate research skills when developing and presenting proposed solutions to problem.

Who: All CPT students
When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will achieve at least 70% on the evaluation of their projects.

**Student Success Improvement Goal:**

70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

**Student Group to be Assessed:**

IST 290

**Actual Results of Assessment (Percentage):**
96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

Re-evaluation Date:
5/31/2017

Changes made to process/modifications:
Student and supervisor evaluations has been incorporated within the completion of the service learning project.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROFESSIONAL, LEGAL, AND ETHICAL BEHAVIOR
Number:
G

FY Start:
7/1/2016
FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:  
Demonstrate professional, legal and ethical behavior while completing projects.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):  
96.00

Cumulative Assessment Results (Text):  
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
Yes

Online Instructional Delivery :  
100.00

Offsite Instructional Delivery :  

Traditional/Hybrid Instructional Delivery :  
94.00

Analyze the disaggregated data results above::  
The success rate for both online and F2F has increased. The only reason the F2F percentage is lower, is that the one student did not successfully complete the course due to having to withdraw because of personal medical reasons.
Demonstrate professional, legal and ethical behavior while participating on projects
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate professional, legal and ethical behavior while participating on projects

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% or better on the final grading of their projects.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 25 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
Student and supervisor evaluations has been incorporated within the completion of the service learning project.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed
Certificate, Computer Network Specialist

NETWORK TROUBLESHOOTING

Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate basic network troubleshooting skills.

Progress: Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
58.00

Cumulative Assessment Results (Text):
58% of students scored 70% or greater on the simulated exams.
There were 43 student participants in this assessment.

2 students elected to take the TestOut Network Pro certification and 2 passed as of Summer 2017.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
81.00

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a higher passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam changed from the Summer/Fall 2016 semesters to the Spring 2017 semester. The new certification material were delivered online, which students were introduced to new items that may have not been reflected in their previous courses prior to enrollment in IST 245.

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate basic network troubleshooting techniques.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245

How: Students will demonstrate basic network troubleshooting techniques.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 10 Test in IST 245

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve a passing score on the TestOut Network Pro certification exam and/or Practice Modules.

**Student Success Improvement Goal:**
70% of students will successfully complete and pass the simulated module tests.

**Student Group to be Assessed:**
IST 245

**Actual Results of Assessment (Percentage):**
58.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
58% of students scored 70% or greater on the simulated exams.
There were 43 student participants in this assessment.

2 students elected to take the TestOut Network Pro certification and 2 passed as of Summer 2017

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a higher passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam changed from the Summer/Fall 2016 semesters to the Spring 2017 semester. The new certification material were delivered online, which students were introduced to new items that may have not been reflected in their previous courses prior to enrollment in IST 245.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The overall success rate was not achieved, thus when certification requirements are to change from semesters, it may be best that more time is given to online participants on those key areas in order to succeed.
Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
Students will not be required to learn new certification requirements for certification exams not unless the current certification exam will be retired in less than a 6 months upon completion of course. This will give faculty and students more time to adequately prepare for changes.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

NETWORK PROTOCOLS
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate being knowledgeable of various networking protocols.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
58.00

Cumulative Assessment Results (Text):
58% of students scored 70% or greater on the simulated exams. There were 43 student participants in this assessment.

2 students elected to take the TestOut Network Pro certification and 2 passed as of Summer 2017.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
44.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
81.00

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a higher passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam changed from the Summer/Fall 2016 semesters to the Spring 2017 semester. The new certification material were delivered online, which students were introduced to new items that may have not been reflected in their previous courses prior to enrollment in IST 245.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Describe the layers, protocols and components of the OSI model.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245

How: Students will describe the layers, protocols and components of the OSI model.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 1 Test in IST 245
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70 or above on the indicated module exam.

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 245

Actual Results of Assessment (Percentage):
58.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
58% of students scored 70% or greater on the simulated exams. There were 43 student participants in this assessment.

2 students elected to take the TestOut Network Pro certification and 2 passed as of Summer 2017

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a higher passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam changed from the Summer/Fall 2016 semesters to the Spring 2017 semester. The new certification material were delivered online, which students were introduced to new items that may have not been reflected in their previous courses prior to enrollment in IST 245.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The overall success rate was not achieved, thus when certification requirements are to change from semesters, it may be best that more time is given to online participants on those key areas in order to succeed.

Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
Students will not be required to learn new certification requirements for certification exams not unless the current certification exam will be retired in less than a 6 months upon completion of course. This will give faculty and students more time to adequately prepare for changes.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

NETWORK MODELS
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of different networking models and topology.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):
94% of students scored 70% or greater on the simulated exams.
There were 16 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Differentiate among different network models, and identify the model best suited for a given scenario.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 263

How: Students will differentiate among different network models, and identify the model best suited for a given scenario.

Who: CPT 268 students
When: Second Year students
Where: Chapter 9 Test

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**

70% of students will achieve at least a 70% or above on indicated module exam.

**Student Success Improvement Goal:**
70% of students will successfully complete and pass the simulated module tests

**Student Group to be Assessed:**
IST 263

**Actual Results of Assessment (Percentage):**
94.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
94% of students scored 70% or greater on the simulated exams.
There were 16 student participants in this assessment.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results of this assessment were based on simulated lab and lecture activity performed in IST 263 courses during fall and spring semesters.

The results reflect the student has the ability to apply knowledge acquired during the course to
apply their skills will being able to recognize and logically explain the various network topologies.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
What actions will be taken?:

Spring 2018 incorporate uCertify courses to encourage students to take CompTIA Security+ certification exam.

**Re-evaluation Date:**
5/31/2018

**Changes made to process/modifications:**
Incorporation of uCertify software and coursework for Spring 2018.

**Person responsible for modifications:**
Latrice Singletary

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**NETWORK SECURITY**

**Number:**
D

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate knowledge of network security in different scenarios.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Computer Network Specialist

**Cumulative Assessment Results (Numeric):**
92.00

**Cumulative Assessment Results (Text):**
92% of students scored 70% or greater on the simulated exams. There were 25 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)--------------------------------------------------------**

**RELATED ITEM LEVEL 1**

*Simulate a network appropriate to various security threat types, such as firewalls and access control lists.*

**Embedded Outcome Number:**
D-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

**What:** Lab Practicals/Tests in IST 291

**How:** Students will explain methods of securing a network appropriate to various threat types, such as firewalls and access control lists..

**Who:** IST 291 students

**When:** Second Year IT students
Type of Assessment:  
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
70.00

Minimum Expected Outcome for Level of Achievement (Text):  
70% of students will achieve at least a 70% or better on indicated exam.

Student Success Improvement Goal:  
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:  
IST 291

Actual Results of Assessment (Percentage):  
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
92% of students scored 70% or greater on the simulated exams.  
There were 25 student participants in this assessment.

Results of Assessment Date:  
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:  
The results of this assessment were based on simulated lab and lecture activity performed in IST 291 courses during spring 2017 semester. Students are responding to simulated environments in a more positive way in comparison to the previous year.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

uCertify software will be most conducive to students in their academic achievement and completion rate.

Re-evaluation Date:
5/31/2018

Changes made to process/modifications:
uCertify software will be included in course material.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Database
DATABASE DESIGN
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of key database design techniques.

Progress:
Completed
Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
94.4400000000000000000

Cumulative Assessment Results (Text):
17 of the 18 students successfully passed the final exam with 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
94.4400000000000000000

Analyze the disaggregated data results above:
94.44% of the students successfully passed the final exam with 70% or better.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Diagram a database design based upon an identified scenario.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam in CPT 200

How: Students will diagram a database design based upon an identified scenario.

Who: DB Student

When: DB Student
Where: Final Exam for CPT 200

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70% or above on their final exams.

Student Success Improvement Goal:
70% of students will successfully complete the course with a 70 or above on their projects.

Student Group to be Assessed:
CPT 200

Actual Results of Assessment (Percentage):
94.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
17 of the 18 students enrolled passed the CPT-200 final exam with 70% or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
With the use of the Oracle Academy resources, lectures and labs the students are able to pass the final exam successfully.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Dee Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DATA SETS
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the capability to handle large data sets.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
87.5000000000000000

Cumulative Assessment Results (Text):
7 of the 8 students passed the final exam with 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No
Online Instructional Delivery:
87.5000000000000000000

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
87.5% of the students successfully passed the final exam with 70% or better.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Discuss issues relevant to dealing with very large data sets, such as collection, transfer, and storage
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam in CPT 202

How: Students will be able to discuss issues relevant to dealing with very large data sets, such as collection, transfer, and storage

Who: DB Student

When: DB Student

Where: Final Exam for CPT 202

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% or better on final exam.
**Student Success Improvement Goal:**
70% of students will achieve at least a 70% or better on the final exam.

**Student Group to be Assessed:**
CPT 202

**Actual Results of Assessment (Percentage):**
87.5000000000000000000

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
7 of the 8 students enrolled in the course passed with a 70% or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
With the use of the Oracle Academy resources, lectures and labs the students are able to pass the final exam successfully.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Dee Coward

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:

DATABASE ADMINISTRATION
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of core database administration skills.

Progress: Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
84.2100000000000000000

Cumulative Assessment Results (Text):
13 of the 19 students passed the SAM simulation examination with 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
84.2100000000000000000

Analyze the disaggregated data results above:
84.21% of the students successfully passed the examination with 70% or better.
Perform tasks required to administer a database, such as maintaining user accounts and performing backups

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam SAM's Microsoft Access simulation for CPT 172

How: Students will be able to perform tasks required to administer a database, such as maintaining user accounts and performing backups.

Who: DB Student

When: DB Student

Where: Final Exam SAM's Microsoft Access simulation for CPT 172

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students taking the Capstone exam will achieve a passing score on the final capstone project.

Student Success Improvement Goal:
70% of students will successfully complete the course with a 70% or above on their projects.

Student Group to be Assessed:
CPT 201
Actual Results of Assessment (Percentage):
84.2100000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
13 out of the 19 students enrolled in the course completed the SAM simulation exam with a 70% or better.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students who completed the trainings and projects in SAM are able to pass the SAM examination successfully.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Dee Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course,Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

DATABASE QUERIES
Number:
D
FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in performing database queries.

Progress: Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
92.8600000000000000000

Cumulative Assessment Results (Text):
13 of the 14 students successfully passed the CPT-201 final examination.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
92.8600000000000000000

Analyze the disaggregated data results above:
92.86% of the students successfully completed the final examination with 70% or better.

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1
   Produce a query which provides the exact data needed to completely answer a question
   Embedded Outcome Number:
   D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:  Produce and run a successful query

How:  Students will be able to produce and run a successful query which provides the exact data needed to completely answer a question

Who:  DB Student

When:  DB Student

Where:  Final Exam for CPT 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will have to achieve at least 70% or better on final exam.

Student Success Improvement Goal:
Students will successfully complete the course with a 70% or above on their final exam.

Student Group to be Assessed:
CPT 201

Actual Results of Assessment (Percentage):
92.8600000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
13 of the 14 students enrolled passed the CPT-201 final exam with 70% or better.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
With the use of the Oracle Academy resources, lectures and labs the students are able to pass the final exam successfully.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Dee Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Webmaster

DESIGN PROCESS

Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in graphical design.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Webmaster

Cumulative Assessment Results (Numeric):
70.5900000000000000000

Cumulative Assessment Results (Text):
70.59%, which is 12 out of 17 students enrolled, successfully completed with a 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
70.5900000000000000000

Analyze the disaggregated data results above::
70.59% of the students enrolled successfully designed a personal website for marketing needs.

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1
Design a web site for either personal of professional marketing needs
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Website Project for IST 226

How: Students will design a web site for either personal of professional marketing needs

Who: IST 226 Student

When: IST 226 Student

Where: Website Development Project for IST 226
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will successfully complete the project with a grade of 70% or better.

Student Success Improvement Goal:
70% of students will demonstrate skill sets via various staged labs and required web development programming projects.

Student Group to be Assessed:
IST 226

Actual Results of Assessment (Percentage):
70.59

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70.59% of the students were able to successfully complete and pass the course with a 70% or above. There were 17 students enrolled in the course.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Since changing the course from an online format to a face-to-face format, the students are able to interact with the instructor and each other to aid in the learning process and improve soft skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The success rate increased since the method was changed to face-to-face. Students are now able to receive immediate feedback from the instructor.
Re-evaluation Date: 
8/1/2018

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate effective logical design and communication of an effective solution for programming design scenarios.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Webmaster

Cumulative Assessment Results (Numeric):
63.00
Cumulative Assessment Results (Text):
63% of the students enrolled in the course were successful with a 70% or better. 41 students were enrolled.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
51.2000000000000000000

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
48.7000000000000000000

Analyze the disaggregated data results above:
The online percentage does not actually reflect the online passing percentage of 47.62. Only 10 students of the 21 enrolled online were successful with a 70% or better. The F2F section had a success rate of 80%, 16 out of the 20 enrolled were successful.

ASSESSMENT(S)

RELATED ITEM LEVEL 1

Demonstrate effective logical design and communication of an effective solution for programming design scenarios
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam in CPT 167

How: Students will demonstrate effective logical design and communication of an effective solution for programming design scenarios

Who: First Year Student

When: First Year Student

Where: Final Exam for CPT 167
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve a passing score on the Adobe Photoshop certification exam and/or Practice Modules.

Student Success Improvement Goal:
70% of students will successfully complete the course with a 70 or above on their projects.

Student Group to be Assessed:
CPT 167

Actual Results of Assessment (Percentage):
63.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
63.4% of the F2F and online students successfully completed the course with a 70% or higher,

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Results indicate the online student has more difficulty with the course than the F2F student. Tutoring and in class participation of the online students should be encouraged to improve the online success rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
Early Care and Education
Associate Degree, Early Care and Education and Related Certificates, Diploma
PROMOTE CHILD DEVELOPMENT AND LEARNING (NAYCE Standard 1)
Number: A

FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric): 83.2100000000000000000
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate Knowledge of Children’s Characteristics and Needs

Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Case Study Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
80.9000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80.9% (17 out of 21) students enrolled in this course scored 70% or greater on this key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Going forward, faculty will monitor lab observations that focus on practical applications of making connections between prior knowledge and new learning.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Demonstrate Knowledge of Children's Characteristics and Needs
Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children's characteristics and needs, from birth through age 8 through Research Paper Key Assessment.
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): Research Paper--70% of the student will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed: ECD 107

Actual Results of Assessment (Percentage): 93.30

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 28 out of 30 (93.3%) scored 70 or better on this assessment.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 91.5% of the students enrolled in this course met or exceeded the minimum requirements of this Key Assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Students will continue to be encouraged to submit all outlines and drafts to Brainfuse for review. Instructor will monitor to ensure that students implement recommendations made by Brainfuse.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Language Arts Activity Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Language Art Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
77.840000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
77.84% of students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will provide direct instruction and aid students in completing samples. Constant monitoring of objectives will ensure that students understand the assignment and appropriate activities for different age groups.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.d

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Thematic Unit Key Assessment.
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed: ECD 243

Actual Results of Assessment (Percentage): 95.8000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 23 out of 24 students (95.8%) scored 70 or better on this assessment.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: Goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Faculty will monitor written lesson plans along with supervising teacher’s evaluations periodically throughout the semester to ensure students are complying with objectives.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate an understanding of the multiple influences on early development and learning.
Embedded Outcome Number:
A-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate an understanding of the multiple influences on early development and learning.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
68.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
13 out of 19 students (68.4%) scored 70 or better on this assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal was not met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will provide students with additional observation discussion targeting various classroom environments and how they affect student learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate an understanding of the multiple influences on early development and learning.

Embedded Outcome Number:
A-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate an understanding of the multiple influences on early development and learning.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
95.8000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
23 out of 24 students (95.8%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will provide students with multiple opportunities to explore different types of learning environments.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Create a challenging learning environments
Embedded Outcome Number:
A-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
71.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
15 out of 21 students (71.4%) scored 70 or better on this assessment.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
Goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will provide opportunities for students to demonstrate content knowledge that focuses on the four domains of a child and how they connect to providing challenging learning environments for children. Students reflect on how learning centers meet the needs of the students' four developmental domains.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Create a challenging learning environments
Embedded Outcome Number:
A-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
73.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
22 out of 30 students (73.5%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will plan and provide practical experience within a self-contained classroom where students can observe learning environments that meet the needs of special needs children.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Create a challenging learning environments
Embedded Outcome Number:
A-3.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
23 out of 25 students (92%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty require implementation of lessons in the actual classroom that reflect the students' knowledge and ability to provide healthy, respective, and supportive learning environments. Going forward, one of the lessons will include the use of smart board technology to enhance student learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

BUILD AND PROMOTE FAMILY AND COMMUNITY RELATIONSHIPS (NAYCE Standard 2)
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities.
They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Early Care and Education and Related Certificates, Diploma

**Cumulative Assessment Results (Numeric):**
71.1100000000000000000

**Cumulative Assessment Results (Text):**

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**

**ASSESSMENT(S)------------------------------**

**RELATED ITEM LEVEL 1**

**Use Diverse Family and Community Characteristics to Promote Child Development and Learning**

**Embedded Outcome Number:**
B-1.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

Use Diverse Family and Community Characteristics to Promote Child Development and Learning

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00
Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
71.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
15 out of 21 students (71.4%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, faculty will use guided questions to pinpoint their focus for reflection.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
15 out of 30 students (50%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will require students to provide lists of resources throughout the community that support children with special needs, as well as their families.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Embedded Outcome Number:
B-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.
Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
94.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
17 out of 18 students (94.4%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to complete a pre-designed parent interview that is used with a wide variety of parent types and diverse family scenarios.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Engage Families and Communities to Promote Child Development and Learning
Embedded Outcome Number:
B-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Support and engage families and communities through respectful, reciprocal relationships

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
85.700000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
18 out of 21 students (85.7%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met for this assessment.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty require students to reflect with classroom teacher things observed during their classroom experience. Based upon their observations on the needs of the child, students make suggestions within their case-study paper.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Engage Families and Communities to Promote Child Development and Learning
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Support and engage families and communities through respectful, reciprocal relationships

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:
Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
81.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81.4% of students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to submit three community engagement activities prior to the development of the family engagement plan. Going forward, faculty will require students to defend their three strategy choices.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Involve Families and Communities in Learning
Embedded Outcome Number:
B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Involve families and communities in young children’s development and learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
76.100000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
16 out of 21 students (76.1%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met for this assessment.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Going forward, students may be required to provide parents with information detailing community resources available to enhance learning. This will create parents with opportunities to be involved in their child's learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Involve Families and Communities in Learning

Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Involve families and communities in young children’s development and learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.
Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
43.3000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
13 out of 30 students (43.3%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Due to deficiency, instructions will review all aspects of the rubric prior to submission and practice mock presentations prior to final assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
Involve Families and Communities in Learning
Embedded Outcome Number:
B-3.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Involve families and communities in young children’s development and learning

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
66.6000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
12 out of 18 students (66.6%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will be required to engage families in one of the three actual engagement activities recommended within their Family Engagement Plan.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

OBSERVE, DOCUMENT, AND ASSESS STRATEGIES TO SUPPORT YOUNG CHILDREN AND FAMILIES (NAYCE Standard 3)
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
72.4500000000000000000
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate an Understanding of Assessment to Promote Student and Family Growth.

Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
66.6000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
17 out of 21 students (66.6%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to observe teachers implementing appropriate developmental assessment within their classroom. Through reflection, students will match their experience to SC learning standards.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate an Understanding of Assessment to Promote Student and Family Growth.
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Research Paper--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 107

**Actual Results of Assessment (Percentage):**
66.600000000000000000000

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
20 out of 30 students (66.6%) scored 70 or better on this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal for this assessment was not met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students will be required to do ten hours of observation and submit reflections on curriculum and teaching strategies used within a special needs classroom.

**Re-evaluation Date:**
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Appropriate Assessment Tools
Embedded Outcome Number:
C-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
93.300000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
28 out of 30 students (93.3%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, faculty will require students to use technology to report their findings.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Use Appropriate Assessment Tools
Embedded Outcome Number:
C-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
21 out of 24 students (87.5%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will be required to exhibit their technology skills through the implementation of a lesson plan and teaching experience using a smart board.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Related Item Level 1
Use Assessment to Promote Positive Outcomes
Embedded Outcome Number:
C-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research paper and presentation -70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
9 out of 18 students (50%) scored 70 or better on this assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to view a video of a special needs students using assistive
technology, which will serve as a resource for their final paper. The viewing of the video
will give students experience that they may not encounter during their own student
teaching.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Develop Assessment Partnerships to Build Effective Learning Environments
Embedded Outcome Number:
C-4.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
52.3

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
11 out of 21 students (52.3%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructor will require students to practice quality observations and reflective skills.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Develop Assessment Partnerships to Build Effective Learning Environments
Embedded Outcome Number:
C-4.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
90.90000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
10 out of 11 students (90.9%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to participate in at least one community resource included in their plan. This will ensure that students understand the benefits that the resource provides.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE DEVELOPMENTALLY EFFECTIVE APPROACHES (NAYCE Standard 4)
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Early Care and Education and Related Certificates, Diploma

**Cumulative Assessment Results (Numeric):**
88.3900000000000000000

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Develop Relationships and Supportive Interactions**

**Embedded Outcome Number:**
D-1.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Understanding positive relationships and supportive interactions as the foundation of their work with young children

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Thematic Unit--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 243

**Actual Results of Assessment (Percentage):**
96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
24 out of 25 students (96%) scored 70 or better on this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal for this assessment was met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will monitor the lab observations of students. These 90 hours of observation will enhance their understanding of how important positive relationships and positive interactions are in supporting young children in their learning and development.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Effective Strategies and Tools
Embedded Outcome Number:
D-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
87.50

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
21 out of 24 students (87.5%) scored 70 or better on this assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will practice practical application of making connections between prior knowledge/experience and new learning by compiling multiple activities that reflect effective teaching strategies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATId ITEM LEVEL 1
Use Developmentally Appropriate Approaches
Embedded Outcome Number:
D-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using a broad repertoire of developmentally appropriate teaching/learning approaches

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
File Card activity - 70% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
78.06000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
78.06% of students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students' file cards will reflect developmentally appropriate activities throughout all academic disciplines. Students will submit cards throughout the semester to ensure that SC standards are being met.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Use Reflection to Promote Positive Outcomes
Embedded Outcome Number:
D-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Reflecting on own practice to promote positive outcomes for each child

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
23 out of 25 students (92%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, faculty will require students to reflect on the outcome of each lesson taught. This will ensure future positive outcomes when implementing the lesson.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM (NAYCE Standard 5)
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and
evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
90.1400000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate Content Knowledge and Use Resources to Develop Curriculum.
Embedded Outcome Number:
E-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 131

Actual Results of Assessment (Percentage):
86.220000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86.22% scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, students will meet in the library weekly to research and choose appropriate activities to develop lesson plans that developmentally appropriate for the students in their student teaching classroom.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Content Knowledge and Use Resources to Develop Curriculum.
Embedded Outcome Number:
E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
21 out of 24 students (87.5%) scored 70 or better on this assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, students will meet in the library weekly to research and choose appropriate activities to develop lesson plans that developmentally appropriate for the students in their student teaching classroom.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Inquiry Tools and Structures
Embedded Outcome Number:
E-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
87.0800000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.08% of students scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will choose the activities on the file cards based on the age-appropriateness within each academic discipline.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Inquiry Tools and Structures
Embedded Outcome Number:
E-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
95.8000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
23 out of 24 (95.8%) of students made a 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The goal was met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will choose the activities on the file cards based on the age-appropriateness within each academic discipline.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Develop Challenging Curriculum
Embedded Outcome Number:
E-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.
Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
94.1000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
16 out of 17 students (94.1%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will require students to identify the age-related SC standard that each of the 10 lessons required to teach match, per the grade level they are assigned.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
DEMONSTRATE PROFESSIONAL BEHAVIOR (NAYCE Standard 6)

Number:  
F

FY Start:  
7/1/2016

FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
53.6600000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:  

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Involving Oneself with the Early Childhood Field to Develop Professional Practices.
Embedded Outcome Number:
F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Identifying and involving oneself with the early childhood field

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
60.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
18 out of 30 students (60%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
A new lab activity will be added to help students gather a better perspective and gain knowledge regarding exceptional needs.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Ethical Standards in Professional Practices
Embedded Outcome Number:
F-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and upholding ethical standards and other early childhood professional guidelines

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
10 out of 30 students (33.3%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will address ethical standards related to special education.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Ethical Standards in Professional Practices
Embedded Outcome Number:
F-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and upholding ethical standards and other early childhood professional guidelines
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): Family Engagement Plan -70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed: ECD 108

Actual Results of Assessment (Percentage): 54.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 6 out of 11 students (54.5%) scored 70 or better on this assessment.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: The goal for this assessment was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Students are now required to complete ECD 108 simultaneously with ECD 201 Ethics. This change will ensure that students have a better understanding of ethics in education.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Demonstrate Continuous, Collaborative Learning Skills
 Embedded Outcome Number:
F-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
36.6%

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
11 out of 30 students (36.6%) scored 70 or better on this assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This goal for this assessment was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to attend 10 hours of lab observation within a self-contained classroom.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Reflective and Critical Perspectives
Embedded Outcome Number:
F-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Integrating knowledgeable, reflective, and critical perspectives on early education

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
76.1000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
16 out of 21 students (76.1%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will encourage students to practice quality observation and reflection skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Reflective and Critical Perspectives
Embedded Outcome Number:
F-4.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Integrating knowledgeable, reflective, and critical perspectives on early education

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
46.6000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
14 out of 30 students (46.6%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was not met.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Due to the deficiency, students will be required to review all aspects of the rubric prior to the submission of the paper.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Informed Advocacy
Embedded Outcome Number:
F-5.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Engaging in informed advocacy for young children and the early childhood profession

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
15 out of 30 students (50%) scored 70 or better on this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, faculty will engage students in one community activity related to children with special needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Informed Advocacy

Embedded Outcome Number:
F-5.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Engaging in informed advocacy for young children and the early childhood profession

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
72.7000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
8 out of 11 students (72.7%) scored 70 or better on this assessment.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal for this assessment was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, faculty will engage students in one community activity related to children with special needs.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Public Service
Associate Degree, Criminal Justice and Related Certificates
PROFESSIONALISM/PUBLIC RELATIONS
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism using advanced social skills when performing public relations tasks.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
88.00

Cumulative Assessment Results (Text):
Students exceed minimum score for project.

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.: 
Yes
Online Instructional Delivery:
75.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:
In-class section showed greater success rate compared to online section.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1
Community Oriented Policing Philosophy
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Develop Community Oriented Policing Philosophy.
How: Examine and critique community oriented policing philosophies of local police agencies.
Who: CRJ224, Police Community Relations, students.
When: Semesters when CRJ224 is offered.
Where: Using agency web sites and direct contact with local police agencies to gather information related to community oriented policing.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Students will demonstrate knowledge of community oriented policing philosophies through the following.

1. Complete a written assignment describing the philosophy of community policing by a local law enforcement agency.
2. Present a summation of the information to the class.
3. Answer related questions about community policing philosophies on assigned test(s).
Student Success Improvement Goal:
70% of students will score at least a C or better on this assessment.

Student Group to be Assessed:
All students enrolled in CRJ224.

Actual Results of Assessment (Percentage):
88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Information retention appears to be more favorable to in-class section compared to online section. Results may be influenced by less direct teacher contact in the online section.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students exceeded minimum score for project.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Project exposes students to agencies linked to Community Relations improves students' overall knowledge of Community Relations philosophy.

Re-evaluation Date:

Changes made to process/modifications:
Progress needs to be made in the online section of the course offering to get completion rate to 90% or better. In-class section of course exceeded 90% threshold.

Person responsible for modifications:
Williette Waring Berry
Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**JUDGEMENT/DECISION MAKING**

Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Use judgment and decision making skills based on available knowledge to analyze and resolve problems that may arise on a daily basis.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Criminal Justice and Related Certificates

**Cumulative Assessment Results (Numeric):**
100.00

**Cumulative Assessment Results (Text):**
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

**Online Instructional Delivery :**
100.00

**Offsite Instructional Delivery :**
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Class section exceeded 90% threshold.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Referral Agencies
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Become Familiar with Referral Agencies
How: Examine and critique referral agencies related to criminal justice in the state of South Carolina.
Who: CRJ130, Police Administration, students.
When: Semesters when CRJ130 is offered.
Where: In classroom and/or field setting where examples of referral agencies can be demonstrated.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Students will demonstrate knowledge of referral agencies available to criminal justice practitioners in South Carolina through the following.

1. Completing a written summation of a specific referral agency available to law enforcement in the local community.
2. Present a summation of the referral agency to the class.
3. Answer related questions about referral agencies available to law enforcement on assigned test(s).

Student Success Improvement Goal:
Enhance student retention of project information by using agency information from both direct and indirect sources.

**Student Group to be Assessed:**
All students enrolled in CRJ130.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Students exceeded minimum score for project.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Success level for course delivery passed 90% threshold.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?:**
Student retention of information related to topic is increased with assigned project.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Continue to use criteria for project to maintain outcome for project above 90%.

**Person responsible for modifications:**
Williete Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:

BASIC THEORY/SKILLS OF POLICE PATROL
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply basic theory/skills of police patrol when faced with the day-to-day challenges of the criminal justice profession.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
60.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
50.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
70.00

Analyze the disaggregated data results above:
Students did not meet or exceed minimum score for project.
Equipment Requirements and Operation
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Equipment Requirements and Operation
How: Provide students with information of standard equipment found on a “Sam Brown belt” and demonstrate their uses.
Who: CRJ110, Police Patrol, students.
When: Semesters when CRJ110 is offered.
Where: In classroom and/or field setting with demonstration by instructor or police agency representative.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate appropriate use and care of equipment commonly used by police officers through the following.

1. Successfully complete a quiz identifying the various items contained on a “Sam Brown belt.”
2. Demonstrating identification and placement of items found on a “Sam Brown belt” in class.

Student Success Improvement Goal:
Understand the function and need of equipment used by law enforcement. Provide physical demonstrations of equipment through simulation of actual devices.

Student Group to be Assessed:
All students enrolled in CRJ110.

Actual Results of Assessment (Percentage):
60.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Students did not meet or exceed minimum score.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Student success rate fell below minimum score for project from previous SLO cycle. Demonstration of equipment may not have successfully been assimilated by students.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Scores for project indicate students scored lower than previous SLO cycle.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Re-evaluate process of demonstration equipment to get minimum score for project to 90% or better.

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
Yes

**INVESTIGATIVE SKILLS**

**Number:**
D

**FY Start:**
7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of investigative skills by identifying and using the proper techniques to ensure a thorough investigation is completed.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
88.00

Analyze the disaggregated data results above:
Both sections of delivery had a combined success rate of 90% or better.

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Secure Crime Scene Techniques
Embedded Outcome Number: D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify Techniques to Secure Crime Scene
How: Provide classroom information and practical experience identifying, securing, and controlling a crime scene.
When: Semesters when CRJ230 is offered.
Where: In classroom and/or field setting with demonstration by instructor.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate the ability to identify, secure, and control a crime scene through the following.
1. Working in a team setting with other students in properly identifying, securing, and processing a mock crime scene.
2. Student will demonstrate knowledge of activities by successfully completing each task as identified through a grading rubric.
3. Tasks will include successful completion of identifying crime scene, securing the crime scene through proper methods, detecting potential evidence, cataloging found evidence, and collecting found evidence.

Student Success Improvement Goal:
Students exceeded minimum score for project.

Student Group to be Assessed:
All students enrolled in CRJ230.

Actual Results of Assessment (Percentage):
94.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score in both delivery sections for project due to the experience of course instructors’ knowledge of crime scene processing.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students' ability to participate in demonstrations similar to police training enhances retention of material. Students in in-class section receive greater degree of project demonstration compared to online students.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students exceeded minimum score for project due to instructors' experience. Students are able to gain hands-on experience mainly in in-class section.

Re-evaluation Date:

Changes made to process/modifications:
Course change for project is needed to increase level of hands-on instruction and to provide evaluation through a rubric format in a capstone course such as CRJ202, Criminalistics. Increase hands-on instruction to maintain cumulative project score to 90% or better.

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

UNDERSTAND THE COURT SYSTEM (Civil, General Sessions, Family, Magistrate, Federal, etc.)
Number:
E

FY Start:
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of court rules and procedures as they relate to all participants of the courtroom workgroup (judges, lawyers, officers, defendants, victims, etc.).

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
86% of students enrolled in Judicial Process (CRJ 220) demonstrated knowledge of the inner workings of the courthouse and the roles played by participants of the courtroom workgroup (judges, lawyers, officers, defendants, victims, etc.).

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
86.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
N/A

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Know and understand the judicial process from arrest to trial.
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Knowledge of Judicial Procedures from arrest to trial
How: Completion of designated assignments.
When: Semesters when CRJ-220 is offered.
Where: In Judicial Process class.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in CRJ 220 will demonstrate a working knowledge judicial procedures through completion of the following chapter quizzes with a grade of "C" or better: 10, 12, 13, 14, 15, and 17.

Student Success Improvement Goal:

Student Group to be Assessed:
All students enrolled in CRJ220.

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 92% of the students enrolled in CRJ 220 received a grade of "C" or better on the designated assignments.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met. Students seem to grasp the material quite well.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to emphasize the importance of reading for comprehension throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

KNOWLEDGE OF CORRECTIONS AND/OR DETENTION FACILITIES
Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the rules and procedures associated with correctional facilities and detention centers with an emphasis on the rights of inmates and safety issues (with regard to the public, employees, and inmates).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
Students exceeded minimum score for project. Cumulative score was lower than cumulative score for previous SLO cycle.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
83.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
71.00

Analyze the disaggregated data results above:
In-class section showed vastly lower score for project than online section.

ASSESSMENT(S)--------------------------------------------------

RELATED ITEM LEVEL 1

Classifying Inmates
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Classifying Inmates
How: Examine and critique schema used by the South Carolina Department of Corrections for classifying inmates by security and program needs.
When: Semesters when CRJ242 is offered.
Where: Classroom and/or local correctional facilities.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge related to classification of inmates by security and program needs through the following.
1. Answer related questions about classifying inmates on assigned test(s).

Student Success Improvement Goal:
Enhance student retention of project information by using agency information from both direct and indirect sources in corrections.

Student Group to be Assessed:
All student enrolled in CRJ242

Actual Results of Assessment (Percentage):
77.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score for project.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Overall cumulative score for both delivery sections was lower than previous SLO cycle. In-class section score was substantially lower than online section.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students in online section appear to have benefitted from presenters in the area of corrections than the in-class section related to the project.

Re-evaluation Date:

Changes made to process/modifications:
Assure that both sections of delivery are getting the same amount of information to increase cumulative score for project to 90% or better.
Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

KNOWLEDGE OF JUVENILE PROCEDURES
Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the rules and procedures associated with juvenile proceedings and the role of all parties involved (child, parents, judges, lawyers, experts, social workers, etc.)

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
87.500000000000000000

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes
Online Instructional Delivery:
87.5000000000000000000

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
87.5000000000000000000

Analyze the disaggregated data results above:
Both sections of delivery showed similar outcomes.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Identify Supporting Agencies
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify Supporting Agencies; DJJ, DSS, etc.
How: Identify agencies in South Carolina that directly deal with juvenile offenders as their main clients.
Who: CRJ145, Juvenile Delinquency, students.
When: Semesters when CRJ145 is offered.
Where: Classroom, agency web sites and direct contact with juvenile agencies to gather information related to their function in the juvenile justice system

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge in identifying agencies in South Carolina whose main function is dealing with juvenile offenders through the following.

1. Complete a written assignment related to a particular agency in South Carolina that specifically handles juvenile offenders such as police, courts, or corrections.
2. Present a summation about the agency in class.
3. Answer related questions about agencies that deal with juveniles on assigned test(s).
Student Success Improvement Goal:
Students exceeded minimum score for project.

Student Group to be Assessed:
All students enrolled in CRJ145.

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Success rate for project by students in both delivery sections had similar outcomes as previous SLO cycles.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate for project by students in both delivery sections had similar outcomes as previous SLO cycles.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Student retention of information related to project by direct interaction with juvenile justice agencies.

Re-evaluation Date:

Changes made to process/modifications:
Continue to use contact with juvenile justice agencies and other related materials to enhance students' retention of information related to juvenile institutions in the State of South Carolina.

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

KNOWLEDGE OF PROBATION AND PAROLE

Number:
H

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the duties and roles probation and parole officers have within the criminal justice system.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above::
N/A

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Alternatives to Incarceration
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identifying Alternatives to Incarceration
How: Identify programs and agencies in South Carolina that provide alternatives to incarceration.
Who: CRJ244, Probation, Pardon, and Parole, students.
When: Semesters when CRJ244 is offered.
Where: Classroom, agency web sites, and direct contact with probation agencies gather information about alternatives to incarceration used in South Carolina.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge in identifying alternatives to incarceration used in South Carolina through the following.
1. Complete a written assignment related to the alternatives to incarceration available in the state of South Carolina.
2. Answer related questions about alternatives to incarceration on assigned test(s).

Student Success Improvement Goal:
Students exceeded minimum score for project.

Student Group to be Assessed:
All students enrolled in CRJ244.
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Score of students for project were greatly improved from previous SLO cycle.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Score of students for project were greatly improved from previous SLO cycle.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Having students contact probation/parole agencies and access related information enhances students' retention of material related to project.

Re-evaluation Date:

Changes made to process/modifications:
Continue to use information related to probation/parole agencies to increase student retention for project, and maintain project score to 90% or greater.

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP CONCEPT OF SECURITY OFFICER'S ROLE
Number:
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the security officer’s role within the criminal justice system versus that of a police officer.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
78.5000000000000000000

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
82.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
75.00

Analyze the disaggregated data results above:
While both delivery section exceeded minimum score for project, score for both were noticeably lower than previous SLO cycle.
Security and Emergency Plan
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Identify the use of risk analysis systems to develop and implement security and emergency plans.
When: Semesters when CRJ102 is offered.
Where: Classroom and corporate settings to develop concepts of risk analysis and protocol for response to identified risks.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge of using risk assessment to develop security and emergency plans. Students will provide examples of potential risks and show appropriate plans to deal with them through the following.
1. Complete a written assignment that details a simulated risk and/or disaster situation and develop a risk assessment and protocol for it.
2. Answer related questions concerning risk analysis systems, risk assessment, and response protocol on assigned test(s)

Student Success Improvement Goal:
70% of students will score at least a C or better on this assessment.

Student Group to be Assessed:
All students enrolled in CRJ102

Actual Results of Assessment (Percentage):
78.5000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score for project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Cumulative score for both delivery sections was noticeably lower than previous SLO cycle.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Project did not meet standards of enhancing student retention of information for project using security professionals.

Re-evaluation Date:

Changes made to process/modifications:
Examine methods of delivery for both delivery formats to see where improvements can be made to increase cumulative success rate to 90% or better for project.

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DEVELOP CONCEPT OF VICTIM ASSISTANCE
Number:
J

FY Start:
FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of victims’ rights and the variety of referral systems available to offer support to
victims of crime.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
On average, 86% of the students enrolled in Judicial Process demonstrated an understanding of the
concept of victim assistance, etc.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
86.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
N/A

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
   Role of Court Advocate
   Embedded Outcome Number:
       J-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Role of Court Advocate
How: Examine local court system and police agencies to examine and critique available programs for victim court advocate.
When: Semesters when CRJ220 is offered.
Where: Available web sites and agencies where court advocate information is available.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge of availability and role of court advocates in the South Carolina Court system through the following.
1. Complete written assignment related to the role of the court advocate in the South Carolina Court system.
2. Answer related questions concerning the role of court advocates on assigned test(s).

Students will provide written and oral feedback related to subject,

Student Success Improvement Goal:
Success Level: 70% of students will complete assignment with a “C” or better grade.

There are two assignments related to victim advocacy/assistance; success will be measured based on the average of the two assignments.

Chapter 9 Quiz - 71% received grade of "C" or better,
Chapter 9 Discussion - 100% received grade of "C" or better.
Student Group to be Assessed:
Students Included: All students enrolled in CRJ220.

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of 86% with a grade of "C" or better overall was attained for the quiz and discussion board posts in chapter 9 which dealt specifically with victim advocacy/assistance.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Overall, students grasped the material quite well with regard to the courtroom workgroup (specifically victim's advocate) and the roles of those individuals within that group.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Overall, students grasped the material quite well with regard to the courtroom workgroup, and additional assignments may be added specifically geared towards students shadowing on the workgroup member for a day.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
DEMONSTRATE COMMUNICATION SKILLS

Number: K

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate effective oral and written communication skills in conjunction with active listening skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:
Both section of delivery were similar in outcomes.
Plan and Deliver Public Speeches
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Plan and Deliver Public Speeches
How: Prepare and deliver a speech to an audience.
Who: SPC205, Public Speaking, CRJ students
When: Semesters when SPC205 is offered.
Where: Classroom setting where speech is given and observed by an instructor and fellow classmates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate ability to give a speech in front of a public audience through the following.
1. Student will give a speech – such as persuasive – in class to demonstrate understanding of giving public speeches.

Student Success Improvement Goal:
Success Level: 70% of students will complete assignment with a “C” or better grade.

Student Group to be Assessed:
Students Included: All CRJ students enrolled in SPC205.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceed minimum score for project.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
High scores related to project reflects quality of instruction by Speech Teacher delivering class.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students successfully demonstrate ability to deliver the various formats of public speaking taught in the course.

Re-evaluation Date:

Changes made to process/modifications:
Continue to use exceptional ability of SPC205 teacher to instruct CRJ students in the various formats of public speaking to maintain a cumulative rate of 90% or better for delivery sections.

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Paralegal/Legal Assistant
INVESTIGATIVE SKILLS
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate investigation skills to ensure relevant information is obtained to help with the progression of legal case

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Paralegal/Legal Assistant

**Cumulative Assessment Results (Numeric):**
90.00

**Cumulative Assessment Results (Text):**
90% of the students enrolled in the designated legal courses possess satisfactory investigative skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

**Online Instructional Delivery:**
92.00

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
88.00

Analyze the disaggregated data results above::

88% of students enrolled in a traditional class demonstrated satisfactory investigative skills, while 92% of the Online counterparts demonstrated satisfactory skills.

Online students have a tendency to be more focused and put more into their work because they do have the immediate ability to speak with their instructors.

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ASSESSMENT(S)------------------------------------------------------------

**RELATED ITEM LEVEL 1**

**Scavenger Hunt**

Embedded Outcome Number:
A-1.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Scavenger Hunt Assignment H: Students will be given specific questions or statements on the U.S. Constitution and will have to locate the relevant Amendment, Article and/or Section that relates to the subject matter. W: Entry level students W: Whenever they enroll in the Business Law I or Constitutional Law class. W: In the Business Law I and/or Constutional Law class.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students completing this assignment will have a working knowledge of the key components of the U.S. Constitution which will be evidenced by 80% of the students receiving a grade of "B" or better.

Student Success Improvement Goal:
Last academic year 2014-15), we set this goal to 80% receiving a grade of "B" or better from 70% receiving a grade of "C" or better for 2015-16; however, we fell short (76% received a grade of "B" or better); so we will again aim for 80% receiving a grade of "B" or better for 2016-17.

Student Group to be Assessed:
Students enrolled in Business Law I

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of the students completing the Scavenger Hunt assignment received a grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal for student success was exceeded.
Develop Supportable Conclusions - What do you plan to do to improve student learning?  
What actions will be taken?:  
Program faculty will continue to use this assessment with the updated questions.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Courthouse/Law Office Visit
Embedded Outcome Number:
A-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visit Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received. W: 2nd year students W: Whenever they enroll in the Law Office Management class. W: Any courthouse/law office in their service area

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students completing these assignments will gain experience in interviewing and collecting & recording relevant information which will be evidenced by 80% of the students receiving a grade of "C" or better.

**Student Success Improvement Goal:**
Instead of 80% of the students completing these assignments receiving a grade of "C" or better; 80% will receive a grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in Law Office Management (LEG 232).

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of the students completing these assignments received a grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students really put in the time and effort this semester when completing these assignments. Stressing that grammar and spelling are important seems to help in addition to providing the grading rubric for the assignments.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
These assignments have become rooted in the program and will continue to be administered as they provide an opportunity for students to interact with professionals in the legal field and provides some real world experience in the profession.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williete Waring Berry
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Legal Research
Embedded Outcome Number:
A-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Research Assignments
H: Most of the classes in the curriculum have assignments centered around legal research (students will utilize library resources and Westlaw – a legal research engine)
W: All students who register for LEG 121 and LEG 132 classes.
W: Whenever they register for LEG 121 and/or LEG 132 classes.
W: In all LEG classes, but specific assignments will be assessed in LEG 121 and LEG 132

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will be able to use the library and the Internet to perform legal research in a satisfactory manner as evidenced by a grade of "C" or better.

Student Success Improvement Goal:

Student Group to be Assessed:
Students enrolled in Business law I (LEG 121) and Legal Bibliography (LEG 132)

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86% of the students completed the various legal research assignments in a satisfactory manner.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
By continuing to tour the "law" library in smaller groups has helped students tremendously with grasping of the manual research assignment. Student research has also improved overall.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The program coordinator will continue to encourage all instructors to schedule their classes for a Library Informational session specifically geared towards the paralegal/legal profession.

Additionally, instructors will continue to provide students the opportunity to perform legal research activities throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
Legal Research
Embedded Outcome Number:
A-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Research Assignments H: Most of the classes in the curriculum have assignments centered around legal research (students will utilize library resources and Westlaw – a legal research engine) W: All students who register for LEG classes. W: Whenever they register for an LEG class. W: In all LEG classes (specifically LEG 121 and LEG 132).

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete LEG 121 and/or LEG 132 with a final grade of “C” or better.

Student Success Improvement Goal:
The goal was set at 80% last term and was met, so we increased it to 85% for 2015-16.

Student Group to be Assessed:
Students enrolled in LEG 121 and/or LEG 132

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of the students completed the above-referenced courses with a grade of "C" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Although 80% of the students completed the courses satisfactorily, the program goal for this SLO was not met.

The caliber of students vary from year to year and adjustments are made accordingly; however, there is still a lack of reading for understanding on the part of many students.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Instructors will continue to stress the importance of reading and the vital role it plays within the legal profession. They will also continue to provide additional resources to assist students with learning the material.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

PRODUCE ESSENTIAL DOCUMENTS

**Number:**
B

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Produce documents that are essential to the inner workings of any law office.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):
90% of the students completing designated assignments are able produce documents that are a integral part of the legal profession. However, there is still room for improvement.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
90.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
90.00

Analyze the disaggregated data results above:
Students seem to fair quite the same in the Online and Traditional format.

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Legal Writing Assignments H: Students will perform various writing assignments during their enrollment in the program that will require answering questions in the form of complete sentences. W: All students in the Paralegal Program W: Whenever they register for an LEG class and for English 101 and 102; but specifically those who enroll in Legal Writing (LEG 230) and
Law Office Management (LEG 232). All LEG courses have written assignments that are graded based on a rubric that accounts for correct usage of the English language. Also, all students in the Program are required to take English 101 and 102.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00

**Minimum Expected Outcome for Level of Achievement (Text):**
90% of students completing various writing assignments will be able to demonstrate correct usage of the English language by receiving a grade of "B" or better.

**Student Success Improvement Goal:**
Because the goal of 70% was met with 91% of students demonstrating a satisfactory writing ability the goal for 2016-17 was increased to 90%.

**Student Group to be Assessed:**
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

**Actual Results of Assessment (Percentage):**
96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
96% of students completing various written assignments received a grade of "B" or better which is indicative of a satisfactory writing ability.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Although the program goal was exceeded, there is still room for improvement for some students.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to encourage students to use all available resources to their advantage when completing course work.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Legal Writing
Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Writing Assignments H: Students will perform various writing assignments during their enrollment in the program that will require answering questions in the form of complete sentences. W: All students in the Paralegal Program W: Whenever they register for an LEG class and for English 101 and 102; but specifically, those who enroll in Legal Writing (LEG 230) and Law Office Management (LEG 232). W: All LEG courses have written assignments that are graded based on a rubric that accounts for correct usage of the English language. Also, all students in the Program are required to take English 101 and 102.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will complete courses that focus on document production with a final grade of “B” or better.
Student Success Improvement Goal:
Because 84% of the students received a final grade of "B" or better as outlined above during the 2015-16 academic year, the goal was increased to 90% for 2016-17.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
89.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
89% of the students enrolled in the above-referenced classes related to document production received a final grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was almost met; however the results increased by 5% from 84% to 89%. This improvement is likely tied to instructors continuously stressing "quality" of work, specifically when it comes to grammar, spelling, etc.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue on their current path of emphasizing the importance of good communication skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed
Responsible Roles:

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Develop Advanced Writing Skills**

**Embedded Outcome Number:**
B-2.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
W: Assignments to Develop Advanced Writing Skills
H: Students will prepare law office memos, case briefs, and prepare a legal brief as if it is being presented to an actual court for consideration regarding a legal matter.
W: 2nd year students
W: When they enroll in Legal Writing (LEG 230)
W: In Legal Writing class

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Students completing these types of assignments will be able to demonstrate advanced writing skills in a satisfactory manner, which will be evidenced by at least 90% of students averaging a grade of "B" or better.

**Student Success Improvement Goal:**
Last term (2016-17) 86% of the students received an average grade of "B" or better with a goal of 85%; for 2016-17 the goal was increased as follows: 90% with a grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in Legal Writing (LEG 230)
Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students completing the various writing assignments received a grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The program goal was met. Instructors were provided a grading rubric to assist with and make grading a little easier which also served as a guide for students as to what is expected of them.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue the use of rubrics and implement their usage in other courses as well.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Wawring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Develop Advanced Writing Skills
Embedded Outcome Number:
B-2.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Assignments to Develop Advanced Writing Skills
H: Students will prepare law office memos, case briefs, and prepare a legal brief as if it is being presented to an actual court for consideration regarding a legal matter.
W: 2nd year students
W: When they enroll in Legal Writing (LEG 230)
W: In Legal Writing class

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students completing LEG 230 will attain a grade of “B” or better.

Student Success Improvement Goal:
The goal was changed from 75% of students completing Legal Writing (LEG 230) with a final grade of "B" or better to 80% receiving a final grade of "B" or better since the previous goal was met for the academic year 2015-16.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230)

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of the students enrolled in the above-referenced class received a final grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Overall, the written communication skills of students have improved.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to encourage students to submit rough drafts of their work and to use all available resources.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Draft Legal Forms
Embedded Outcome Number:
B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Drafting pleadings, deeds, wills, etc. while using the correct format and completing legal forms. H: Students are required to draft legal documents & complete forms in all LEG classes. W: All LEG students W: Whenever they register for certain LEG specialty classes W: In designated LEG specialty classes and during an internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students completing assignments related to the drafting of legal documents will do so at a satisfactory level which will be evidenced by them receiving an average grade of "B" or better on the assignment.

**Student Success Improvement Goal:**

The goal for 2015-16 was set at 85% and met so, it was increased by 10% for the academic year 2016-17.

**Student Group to be Assessed:**
Students enrolled in designated legal specialty courses in the program curriculum - LEG 201 (Civil Litigation), LEG 230 (Legal Writing) and LEG 232 (Law Office Management).

**Actual Results of Assessment (Percentage):**
96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
96% of students enrolled in the designated legal specialty courses received a grade of "B" or better on the assignments related to the drafting of legal documents.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
By continuing to give students the opportunity to submit rough drafts and providing meaningful feedback, instructors continue to see improvement in performance of on drafting assignments.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?:**
Instructors will continue to provide meaningful feedback and clear instructions.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Draft Legal Forms
Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Drafting pleadings, deeds, wills, etc. while using the correct format and completing legal forms.
H: Students are required to draft legal documents & complete forms in all LEG classes.
W: All LEG students
W: Whenever they register for an LEG class
W: In all LEG classes and during an internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of students completing courses that focus on drafting pleadings and document completion will achieve a grade of “B” or better.

Student Success Improvement Goal:
The goal for 2015-16 was 70% of the students completing courses that focus on drafting pleadings and document completion would achieve a final grade of "B" or better. The goal was met so it was increased to 85% for the academic year 2016-17.

Student Group to be Assessed:
Students enrolled in designated legal specialty courses in the program curriculum.

**Actual Results of Assessment (Percentage):**
83.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
83% of the students enrolled in the designated legal specialty courses designed to assess the drafting of legal documentation received a final grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The program goal was not met (barely) and decreased by 1% from last years actual results.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?:**
Instructors will continue to refer students as needed and provide students the opportunity to submit rough drafts for feedback before submitting their work for a grade.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**HANDLING LEGAL DOCUMENTS**

**Number:**
C
FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the importance of handling legal documents.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
74.00

Cumulative Assessment Results (Text):
74% of the students demonstrate satisfactory knowledge of how to properly handle legal documentation.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------
RELATIVE ITEM LEVEL 1
Rules, Procedure, Law and Service Knowledge
Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
W: Exhibit knowledge of rules, procedure, law and service (i.e. when and where to file documents, determination of who receives originals versus copies, etc.). H: Students will attend lectures and complete various class, homework and research assignments and during an Internship* W: LEG students W: When they enroll in the various LEG courses. W: In LEG classes and when participating in an Internship for those students who qualify.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students completing assignments that cover this topic will have an understanding of the importance of how to handle legal documents from the start of a case until its end.

**Student Success Improvement Goal:**
Last term, the goal was not met so we maintained the status quo.

**Student Group to be Assessed:**
Students enrolled in Business Law I (LEG 121) and Intro to Law & Ethics (LEG 135).

**Actual Results of Assessment (Percentage):**
59.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Only 59% of the students enrolled in the designated classes completed the various assignments with a grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The program goal for this reporting term was not met again this year and actually decreased by 2%; nonetheless quite a few students did receive a grade of "C" or better which is considered average performance based on standards of the legal profession.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This decrease could be in relation to more challenging work being assigned. However, instructors will continue to encourage students to use all resources that are available to them.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Rules, Procedure, Law and Service Knowledge
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exhibit knowledge of rules, procedure, law and service (i.e. when and where to file documents, determination of who receives originals versus copies and understand the coordination and facilitation of real estate closings.
H: Students will attend lectures and complete various class, homework and research assignments and during an Internship*
W: LEG students
W: When they enroll in the various LEG courses.
W: In LEG classes and when participating in an Internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00
Minimum Expected Outcome for Level of Achievement (Text):
90% of students will complete courses that focus on document handling with a grade of “C” or better.

Student Success Improvement Goal:
The goal was not changed since it was not met during the 2015-16 academic term.

Student Group to be Assessed:
Students enrolled in Business Law I (Leg 121) and Intro to Law & Ethics (LEG 135).

Actual Results of Assessment (Percentage):
89.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
89% of the students completed the designated courses with final grade of "C" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
With a goal of 90%, 89% of the students completed the designated courses with a final grade of "C" of better which is average performance.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to provide practical assignments to assist students with the mastery of this student learning outcome. It is important for student to understand the roles of both substantive and procedural law as it relates to service of process and other legal matters.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

LEGAL RESEARCH/LEGAL TERMINOLOGY
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Conduct legal research using correct legal terminology.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
77.00

Cumulative Assessment Results (Text):
77% of students demonstrated that they knew how to conduct legal research and demonstrated an understanding of legal terminology.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
93.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:
The lower success rate in the traditional class setting (LEG 132) is expected since it's an introductory class and students are just beginning to become acclimated to performing legal research. This class is also a prerequisite for the upper level class (LEG 230) which is offered in an Online format which has a higher success rate.

ASSESSMENT(S)-----------------------------------------------

RELAT ED I TE M L E VE L 1

Attend, Perform and Prepare Based on Legal Research
Embedded Outcome Number:
D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Attend lectures, perform legal research assignments and prepare office memos and a trial brief based on legal research completed
H: Students will take a tour of the Law Library and complete a research assignment to ensure they understand the inner workings of the library as it relates to research (locate and use resources) and differentiate between statutes, regulations, cases, etc. (understand legal terminology and its application). Once they have mastered manual research, students will tackle computer-assisted legal research (i.e. Westlaw)
W: All LEG students (in-depth skills will be taught in Legal Bibliography and Legal Writing)
W: When they enroll in various LEG courses
W: In LEG classes and when participating in an Internship for those students who qualify

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Increased expectation form 75% of students completing the various assignments with a grade of "C" or better to 80% of the students completing the designated assignments with a grade of "B" or better.

Student Success Improvement Goal:
For 2015-16, the goal was 75% receiving a grade of "C" or better and was accomplished with 83% of the students meeting the minimum expected outcome; the goal for 2016-17 is 80% receiving a grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in Legal Bibliography (LEG 132) and Legal Writing (LEG 230)

**Actual Results of Assessment (Percentage):**
75.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
75% of the students completing the designated assignments displayed the ability to use general library/computer skills to conduct legal research by receiving a grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The new goal was not met as we increased the minimum expected percentage and letter grade from the previous academic year.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to provide feedback and guidance for students as well as encourage them use all available resources.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELEVANT ITEM LEVEL 1
Attend, Perform and Prepare Based on Legal Research
Embedded Outcome Number:
D-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Attend lectures, perform legal research assignments and prepare office memos and a trial brief based on legal research completed
H: Students will take a tour of the Law Library and complete a research assignment to ensure they understand the inner workings of the library as it relates to research (locate and use resources) and differentiate between statutes, regulations, cases, etc. (understand legal terminology and its application). Once they have mastered manual research, students will tackle computer-assisted legal research (i.e. Westlaw)
W: All LEG students (in-depth skills will be taught in Legal Bibliography and Legal Writing)
W: When they enroll in various LEG courses
W: In LEG classes and when participating in an Internship for those students who qualify

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete courses that focus on legal research terminology with a grade of “B” or better.

Student Success Improvement Goal:
The goal was almost met for 2016-17 with 85% meeting the minimum requirement of 75%, so as a challenge we decided to increase the minimum expected outcome to 85% receiving a final grade of "B" or better in the designated courses.

Student Group to be Assessed:
Students enrolled in Legal Bibliography (LEG 132) and Legal Writing (LEG 230).
Actual Results of Assessment (Percentage):
78.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 78% of the students enrolled in the designated classes received a final grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
There was a noticeable decrease from 85% to 78% with regard to the minimum expected outcome for the SLO.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructor will change the focus of the classroom setting to make it more engaging so that students have the opportunity to participate in the practice assignments before taking on an assignment for a grade.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TRIAL PREPARATION
Number:
E
FY Start:  
7/1/2016  

FY End:  
6/30/2017  

Description - What will the student know or be able to do upon completion of the program?:  
Prepare for trial through file organization and use of notebooks  

Progress:  
Completed  

Responsible Roles:  

Program:  
Associate Degree, Paralegal/Legal Assistant  

Cumulative Assessment Results (Numeric):  
92.00  

Cumulative Assessment Results (Text):  
92% of students enrolled in the designated courses demonstrated satisfactory skills with regard to trial preparation.  

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
Yes  

Online Instructional Delivery :  
88.00  

Offsite Instructional Delivery :  

Traditional/Hybrid Instructional Delivery :  
96.00  

Analyze the disaggregated data results above::  
In comparison to last term, the traditional numbers decreased while the online numbers increased. However, the overall numbers are satisfactory.
Law Office Visit and Legal Brief
Embedded Outcome Number:
E-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Law Office Visit Project/Legal Brief H: Students will visit a law office of their choice and prepare a written report with exhibits about the visit based on set guidelines that call for keen organizational skills and also perform an oral presentation of their visit. Students will also prepare and submit a legal brief as if it is going to be used in an actual trial. W: 2nd year students W: When they enroll in Law Office Management W: At a law office of their choice and at a criminal or civil trial of their choice or during an Internship*

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in the above-referenced classes will be able to organize files, prepare trial documents, prepare clients and witnesses for trial, and prepare exhibits as evidenced by achieving a grade of "B" or better on the designated assignments.

Student Success Improvement Goal:
The goal was changed from 70% of the students achieving a grade of "B" or better on the designated assignments to 80% achieving a grade of "B" or better since the goal was met last academic term.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of the students completed the designated assignments with a grade of "B" or better.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met and exceeded by leaps and bounds. This is a huge increase compared to last year's results (73%).

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Instructors have focused on giving more writing assignments to help students improve in this area and it seems to be working. However, students need to be able to carry what they learn in once course over to other courses throughout their curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Law Office Visit/Trial Court
Embedded Outcome Number:
E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Law Office Visit Project/Trial Court Assignment
H: Students will visit a law office of their choice and prepare a written report with exhibits about the visit based on set guidelines that call for keen organizational skills and also perform an oral presentation of their visit. Students will also sit in on and make a report on an actual trial.
W: 2nd year students
W: When they enroll in Law Office Management
W: At a law office of their choice and at a criminal or civil trial of their choice or during an Internship*

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00

**Minimum Expected Outcome for Level of Achievement (Text):**
90% of students will complete courses that focus on trial preparation with a grade of “B” or better.

**Student Success Improvement Goal:**
The goal for 2015-16 was for 75% to receive a final grade of "B" or better in the designated courses with 88% achieving the goal. For 2016-17, the goal was increased to 90%.

**Student Group to be Assessed:**
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

**Actual Results of Assessment (Percentage):**
91.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
91% of the students enrolled in the designated courses received a final grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met and students appear to be understanding information as they get it and are able to apply it appropriately to varying legal issues presented.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue on their current path.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ADMINISTRATIVE DUTIES
Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform administrative duties as they relate to maintaining files and communicating with clients

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
97.00
Cumulative Assessment Results (Text):
97% of the students enrolled in the designated courses demonstrated a satisfactory ability with regard to performing various administrative duties (some were above-average).

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Writing Assignments
Embedded Outcome Number:
F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Writing Assignments H: Students will have to complete various assignments that involve writing correspondence geared towards different aspects of a law practice (i.e. Office memos, information letters, opinion letters and demand letters). Students will attend lectures that focus on the importance of time management; maintaining an office and court calendar; the importance of checking for conflicts; the proper means of opening and closing files; and the importance of staying on top of office inventory and making sure equipment is in working order to handle daily business. W: Students who enroll in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242). W: When the relevant courses are offered – Fall, Spring and/or Summer semesters. W: In designated paralegal classes; specifically Legal Writing (LEG 23) and during an internship (Law Practice Workshop - LEG 242)*

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students will complete assignments that focus on the performance of administrative duties with a grade of “B” or better.

**Student Success Improvement Goal:**
The minimum expected outcome was changed from 80% receiving a grade of "B" or better to 90% receiving a grade of "B" or better since the goal was met for the previous academic year.

**Student Group to be Assessed:**
Students enrolled in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242).

**Actual Results of Assessment (Percentage):**
98.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
98% of the students completed the designated assignments with a grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met and surpassed last year's result of 90%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to encourage students to do their best by putting in the appropriate amount of time and thought into the completion of their assignments.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Writing Assignments
Embedded Outcome Number:
F-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Writing Assignments H: Students will have to complete various assignments that involve writing correspondence geared towards different aspects of a law practice (i.e. Office memos, information letters, opinion letters and demand letters). Students will attend lectures that focus on the importance of time management; maintaining an office and court calendar; the importance of checking for conflicts; the proper means of opening and closing files; and the importance of staying on top of office inventory and making sure equipment is in working order to handle daily business. W: Students who enroll in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242). W: When the relevant courses are offered – Fall, Spring and Summer semesters. W: In Legal Writing (LEG 230) and during an internship* - the Law Practice Workshop (LEG 242).

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will complete courses that focus on the performance of administrative duties with a grade of “B” or better.

Student Success Improvement Goal:
The minimum expected outcome was increased from 80% receiving a final grade of "B" or better to 90%.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242).
Actual Results of Assessment (Percentage): 96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of the students enrolled in the above-referenced classes received a final grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met. Students continue to do well with regard to this student learning outcome.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to focus on soft skills as they relate to professionalism, timeliness, work ethic, etc. In other words, students will be encouraged to take ownership of their educational journey.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION SKILLS
Number:
G

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Learn and demonstrate communication skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
91% of the students demonstrated satisfactory communication skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
85.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
96.00

Analyze the disaggregated data results above:
Students in the traditional classroom setting were more successful than their Online counterparts; however, the overall numbers were satisfactory. A number of the students in the online class did not complete the designated assignment for one reason or another and this brought the class average down tremendously as well as overall for this student learning outcome.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Courthouse/Law Office Visitation
Embedded Outcome Number:
G-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visitation Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received; students will make an oral presentation based on the law office visit; students will visit a courthouse of their choice, interview an employee, and prepare a written document of their experience; and students who participate in an internship will demonstrate appropriate communication skills (oral and written) W: 2nd year students W: Whenever they enroll in Law Office Management, Judicial Process, and/or the law Practice Workshop W: Any courthouse/law office in their service area

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will be able to display basic courtesy by perfecting soft skills, using good grammar, using communication technology, creating basic letters, practicing listening skills, exhibiting good presentation skills, and developing proofreading skills as evidenced by 80% of students achieving a grade of "B" or better on designated assignments related to enhancing communication skills.

Student Success Improvement Goal:

Student Group to be Assessed:
Students enrolled in Law Office Management, Judicial Process, and/or the Law Practice Workshop.

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of the students completing the designated assignments received a grade of "B" of better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met, but there is always room for improvement. Grammar is still an area of concern, but the caliber of work being turned in is better.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to stress the importance of working on soft skills, and improving their communication skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Courthouse/Law Office Visitation
Embedded Outcome Number:
G-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visitation Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received. Students will also make an oral presentation based on the law office visit W: 2nd year students W: Whenever they enroll in the Judicial Process, Law Office Management, or the Law Practice Workshop class(es). W: Any courthouse/law office in their service area

Type of Assessment:
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00

**Minimum Expected Outcome for Level of Achievement (Text):**
90% of students will complete the designated courses that focus on communication skills with a grade of “B” or better.

**Student Success Improvement Goal:**
Last term, 89.6% of the students completed with designated courses with a final grade of "B" or better. This term, the goal was to last term’s actual result of 90% of the students receiving a final grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in the following designated courses: Judicial Process, Law Office Management, and/or the Law Practice Workshop.

**Actual Results of Assessment (Percentage):**
90.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
90% of the students enrolled in the designated classes received a final grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met and overall, the students continue to improve.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to assist and encourage students on their educational journey.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Person responsible for modifications:  
Williette Waring Berry

Progress:  
Completed

Responsible Roles:  

QEP SLO(s) Assessed in this Course Activity:  

Was the QEP Rubric used to assess this activity?:  

RELATED ITEM LEVEL 1  
Mock Interview  
Embedded Outcome Number:  
G-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:  
W: Mock Interview Assignment  
H: Students will participate in a mock interview where they each come to a designated location, appropriately dressed, resume in hand, etc. The interviewers will be the class instructor and one other individual (a co-worker or an attorney or paralegal in the service area of the college). The students will also prepare a cover letter prior to the interview and a thank you letter thereafter.  
W: 2nd year students  
W: When they enroll in Law Office Management  
W: Area designated for the interview process (i.e. Faculty Boardroom)

Type of Assessment:  
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
90.00

Minimum Expected Outcome for Level of Achievement (Text):  
90% of students enrolled in Law Office Management will receive a grade of "B" or better on all assignments associated with the Mock Interview.

Student Success Improvement Goal:  
Because the goal of 80% was exceeded last term, the minimum expected outcome was increased from 80% to 90% of the students receiving a grade of "B" or better.
Student Group to be Assessed:

Students enrolled in Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
94.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94% of the students enrolled in Law Office Management received a grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was exceeded. Although the QEP Rubric was not used, one created by the instructor was used to assess the students and their work.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students appear to understand the seriousness of being prepared to enter the workforce, more specifically the legal profession.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
DEMONSTRATE ORGANIZATIONAL SKILLS
Number:
H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate organizational skills

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
98.00

Cumulative Assessment Results (Text):
98% of the students enrolled in the designated classes demonstrated organizational skills in a satisfactory manner.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Project and Internship
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Lectures, Law Office Visit Project, and Internship* H: Lectures will go into detail about prioritizing work, managing time, maintaining deadlines and uses document control systems (manual and computerized). W: All students who enroll in LEG classes W: Fall, Spring and Summer semesters W: In the following legal specialty courses: Law Office Management and/or the Law Practice Workshop

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will be able to prioritize work, practice time management, anticipate needs and/or problems, maintain deadlines and use document control systems as evidenced by 95% of students enrolled in the designated legal specialty courses receiving a grade of "B" or better on assignments chosen to assess the ability of students to meet deadlines and demonstrate organizational skills.

Student Success Improvement Goal:
The minimum expected outcome was raised from 85% to 95% of the students receiving a grade of "B" or better on the designated assignments.

Student Group to be Assessed:
Students enrolled in Law Office Management and/or the Law Practice Workshop

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students achieved a grade of "B" or better on the designated assignments.
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The program goal was exceeded; you can't get any higher than 100%.

A program rubric was used in lieu of the QEP rubric.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students success rates continue to improve and instructors will continue to encourage and prepare students for the next level of their education and/or the workforce.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Project and Internship
Embedded Outcome Number:
H-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Lectures, Law Office Visit Project, and Internship* H: Lectures will go into detail about prioritizing work, managing time, maintaining deadlines and uses document control systems (manual and computerized). W: All students who enroll in LEG classes W: Fall, Spring and Summer semesters W: In the following legal specialty courses: Law Office Management and/or the Law Practice Workshop.
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students enrolled in the designated legal specialty courses that focus on organizational skills will receive a final grade of “B” or better.

Student Success Improvement Goal:

Student Group to be Assessed:
Students enrolled in Law Office Management and/or the law Practice Workshop.

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of the students received a final grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The program goal was exceeded again this year.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors will continue to express the importance of soft skills and explain their relation to being successful in life in general.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications: Williete Waring Berry

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ETHICAL BEHAVIOR AND PRACTICES

Number: 1

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate ethical behavior and practices.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric): 88.00

Cumulative Assessment Results (Text): 88% of students enrolled in the designated classes demonstrated a working knowledge of ethical behaviors and practices.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Unauthorized Practice of Law, Law Office Visitation, Conflicts, Confidentiality, etc. and Internship

Embedded Outcome Number:
I-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Unauthorized Practice of Law Assignments, Law Office Visitation Project, Lectures on Conflicts, Confidentiality, etc. and Internship
H: Throughout the paralegal curriculum, students will be introduced to the Rules of Professional Responsibility (Ethics) through lectures and assignments, and will gain first-hand knowledge while participating in internship*
W: All students who enroll in LEG classes
W: Fall, Spring and Summer semesters
W: In all paralegal courses

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):

Students will be able to understand the rules of ethics, differentiate between what a paralegal can and cannot do, and exhibit knowledge of restrictive communication rules and escrow account maintenance as evidenced by 85% of the students receiving a grade of "C" or better on designated assignments and/or assessments related to professional responsibility.

Student Success Improvement Goal:
The goal last term was met so it was increased by 85%.

**Student Group to be Assessed:**
Students enrolled in Intro to Law & Ethics, Family Law and/or the Law Practice Workshop.

**Actual Results of Assessment (Percentage):**
91.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
91% of the students completing the designated assignments received a grade of "C" or better

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was exceeded as students continue to improve.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors are encouraged to continue using case studies to hone in on the various ethical issues that occur on a daily basis within the legal profession.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**
Unauthorized Practice of Law, Law Office Visitation, Conflicts, Confidentiality, etc. and Internship
Embedded Outcome Number: I-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Unauthorized Practice of Law Assignments, Law Office Visitation Project, Lectures on Conflicts, Confidentiality, etc. and Internship
H: Throughout the paralegal curriculum, students will be introduced to the Rules of Professional Responsibility (Ethics) through lectures and assignments, and will gain first-hand knowledge while participating in internship*
W: All students who enroll in LEG classes
W: Fall, Spring and Summer semesters
W: In all paralegal courses

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will complete courses that focus on the knowledge of ethical rules with a grade of “B” or better.

Student Success Improvement Goal:
Because the goal was not met the program remained the same; 80% receiving a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in designated LEG courses.

Actual Results of Assessment (Percentage):
84.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84% of the students enrolled in the designated legal classes received a final grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met and students continue to improve.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The area of Professional Responsibility is very important within the legal profession. It is very easy to cross the line if one is not careful; therefore, instructors will continue to emphasize the role of ethics in the legal profession.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE COMPUTER SKILLS FOR PROFESSIONAL PRACTICES
Number:
J

FY Start:
7/1/2016

FY End:
6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Use computer skills for professional practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
72.00

Cumulative Assessment Results (Text):
72% of students enrolled in the designated courses possess satisfactory computer skills which is up 2% from the last reporting term.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------
RELATED ITEM LEVEL 1
D2L and Computer-Assisted Legal Research
Embedded Outcome Number:
J-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Follow class progress on D2L and complete Computer-Assisted Legal Research Assignment(s) H: Students are required to use D2L to communicate with the Instructor, check on their progress in their respective classes, post to the discussion board for class assignments, etc. and will also be introduced to legal research engines such as Westlaw to complete research assignments. W: All students in the Paralegal Program W: Fall semester W: In Legal Bibliography (LEG 132).
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students enrolled in LEG 132 will receive a grade of "C" or higher on the designated computer-assisted legal research assignment which will also require the use of Windows applications, the demonstration of basic computer skills, and satisfactory knowledge of the inner workings of OCtech's Learning Management System (LMS), D2L.

Student Success Improvement Goal: The goal was not met again last term; the minimum expected outcome remained the same at 70%.

Student Group to be Assessed: Students enrolled in the Paralegal Program and specifically the Legal Bibliography (LEG 132) class.

Actual Results of Assessment (Percentage): 64.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 64% of the students enrolled in LEG 132 completed the computer-assisted legal research assignment with a grade of "C" or better.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: The goal was not met.

However, 100% of the students used D2L to follow their progress in various courses, turn in assignments, post to discussion boards, and communicate with their instructors.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assistance will continue to be offered as needed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Microcomputer Applications / Word Processing
Embedded Outcome Number:
J-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Satisfactory completion of computer courses included in the Paralegal program curriculum H:
Students are required to take two computer courses - Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179) and complete them with a minimum grade of "C" in order to successfully complete the Paralegal program and receive their Associate Degree. W: All students who enroll in the Paralegal program W: Fall, Spring, and Summer semesters W: In Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179) courses

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete the designated courses in the paralegal curriculum that focus on computer skills with a grade of "B" or better.
**Student Success Improvement Goal:**
The goal was not met last term; therefore, the minimum expected outcome remained 85%.

**Student Group to be Assessed:**
Students enrolled in the following computer classes: Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179)

**Actual Results of Assessment (Percentage):**
76.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
76% of the paralegal students enrolled in the designated computer classes received a final grade of "B" or better. However, 89% received a grade of "C" or better which is required to successfully complete the paralegal degree program.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Although the goal was not met, the majority of the students did meet the minimum required to successfully complete the paralegal degree program.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to emphasize the importance of having well-developed computer skills in the legal profession, which is a very competitive market.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Williette Waring Berry

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PRACTICE PROFESSIONAL SKILLS
Number: K

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Practice professional skills.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric): 83.00

Cumulative Assessment Results (Text): 83% of students enrolled in the designated courses demonstrated an above-average level of professionalism.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Professional Skills
Embedded Outcome Number:
K-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Professional Skills H: Mock interview, Law Office Visit Project, Research Assignments, and Internship.* W: Students who enroll in the Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) courses W: Fall and Spring semesters W: In Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will demonstrate flexibility, dependability, resourcefulness, and initiative; read at a high level of comprehension; exhibit a professional attitude & image; practice decision making & problem solving; develop personal interviewing skills; develop leadership skills; and work independently and as a team. This will be evidenced by 85% of students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) receiving a grade of "B" or higher on designated assignments/projects that require students to exhibit a satisfactory level of professionalism.

Student Success Improvement Goal:
The goal was not met last term; therefore, the minimum outcome requirement remained 85%.

Student Group to be Assessed:
Students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Actual Results of Assessment (Percentage):
83.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

83% of the students enrolled in the above-referenced classes achieved a grade of "B" or better on the designated assignments centered around a display of professionalism.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The goal was not met, but was pretty close. It appears that student performance on the research assignments seems to be a problem area with regard to this particular student learning outcome.

With regard to the QEP SLO, the instructors use a rubric created specifically for the designated assignments that are in line with the QEP Rubric.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

The instructors will continue to implement assignments, activities and projects in the above-referenced classes that focus on soft skills.

Because of the low performance on the research assignments, more class time will be spent on the subject of research and students will be given more practice assignments.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Professional Skills
Embedded Outcome Number:
K-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Professional Skills H: Mock interview, Law Office Visit Project, Research Assignments, and Internship.* W: Students who enroll in the Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) courses W: Fall and Spring semesters W: In Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will complete courses that focus on professional skills with a grade of “B” or better.

Student Success Improvement Goal:
Because the goal was met last term, the minimum expected outcome was increased from 85% to 90%.

Student Group to be Assessed:
Students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Actual Results of Assessment (Percentage):
85.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the students enrolled in the designated classes received a final grade of "B" or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met, but overall the result was satisfactory.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Although the results for this SLO was satisfactory, there is still room for improvement. As always, instructors will continue to instill in the truthfulness of the phrase - "Everyday of your life is an interview."

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE UNDERSTANDING IN THE FIELDS OF LAW
Number:
L

FY Start:
7/1/2016

FY End:
6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
DEMONSTRATE UNDERSTANDING IN THE FIELDS OF LAW

Progress:
Delayed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------
RELATED ITEM LEVEL 1

Exit Exam
Embedded Outcome Number:
L-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exit Exam (for successful completion of Law Office Management class only; not a prerequisite for obtaining Paralegal degree)
H: Students will be tested on information they have learned throughout the Paralegal curriculum to test their knowledge of the different fields of law.
W: 2nd year students
W: Spring Semester of 2nd year
W: In the Law Office Management class

Type of Assessment:
Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Delayed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Exit Exam

Embedded Outcome Number:
L-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exit Exam (for successful completion of Law Office Management class only; not a prerequisite for obtaining Paralegal degree)
H: Students will be tested on information they have learned throughout the Paralegal curriculum to test their knowledge of the different fields of law.
W: 2nd year students
W: Spring Semester of 2nd year
W: In the Law Office Management class

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
60.00

Minimum Expected Outcome for Level of Achievement (Text):
60% of students will successfully complete the LEG Exit Exam with a grade of “C” or better

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Delayed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Engineering Technology
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

APPLY TECHNICAL SKILLS

Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
91.650000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Assemble and Demonstrate Closed Loop System
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will assemble closed loop flow control system and configure for automatic control in EIT 220.

How: Successfully complete assembly, configuration, and demonstration of working process automatic process.

Who: EIT seniors.

When: Second year EIT.

Where: EIT instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will select, configure, and connect instrumentation to form complete process system for automatic flow control.

Student Success Improvement Goal:
80% of students will score "proficient" in lab demonstration category for "Closed Loop Flow Control" lab practical assessment performed in EIT 220 Control Principles. Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
95.8000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95.8% of students scored "proficient" in the grading category for for lab demonstration while completing the "Closed Loop Flow Control" lab practical. This assessment was completed in EIT 220 Control Principles in the spring 2017 semester. There were 24 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students showed proficiency in applying the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities. This was demonstrated by the high success rate of students being able to select, configure, and connect instrumentation to form complete process system for automatic flow control.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The results of this assessment indicates there is continued improvement in this learning outcome.

Re-evaluation Date:
7/30/2018

Changes made to process/modifications:
Grading rubric and assessment measures were updated to capture the demonstration portion of this assessment. The demonstration portion of this assessment focuses on the ability of the student to meet the intended outcome.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
Configure and Program a PLC Controlled Automated Process

Embedded Outcome Number: A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will assemble, configure, and program a PLC controlled automated process.

How: Successfully complete assembly, configuration, programming and demonstration of working process controlled by a PLC.

Who: EIT seniors.

When: EIT 244.

Where: EIT/PLC Lab.

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: Effectively assemble, configure, and program a PLC controlled automated flow process in EIT 244.

Student Success Improvement Goal:

80% of students will score "proficient" in the lab demonstration category for PLC controlled flow process lab assessment in EIT 244.

Proficient in demonstration in programming grading criteria includes: meeting programming objectives, operation, and understanding/explanation of working control system.
Student Group to be Assessed:
Students Included: EIT 244 students.

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.5% of students scored "proficient" in the rubric grading category for lab demonstration for the "PLC Controlled Flow Process" lab assessment. This assessment was completed in spring semester 2017 in EIT 244 Computers and PLCs in Instrumentation. There were 24 student participants.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results indicate students are proficient in applying skills to a focused engineering technology problem. The student was required to create a PLC program that controlled flow rate. The lab assessment also required the student to assemble, test, and configure a complete closed loop system for flow control.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The results of this assessment demonstrate the overall ability of the student to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities. This activities in this assessment include: configuration, assembly, programming, and demonstration.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
This lab assessment was updated to require the use of a ControLogix PLC for programming, interface, and control. The PLC platform used was the ControlLogix 5000 PLC. The grading rubric was also updated to include a "programming" category to capture the student's proficiency related to programming PLCs.
Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ELECTRICAL AND ELECTRONIC SYSTEMS APPLICATIONS

Number:
AA

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Application of circuit analysis and design, computer programming, associated software, analog and
digital electronics, and microcomputers, and engineering standards to the building, testing, operation and
maintenance of electrical/electronics(s) systems.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related
Certificates

Cumulative Assessment Results (Numeric):
87.00

Cumulative Assessment Results (Text): 

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Circuit theory project
Embedded Outcome Number:
AA-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Complete circuit theory project, including simulation and construction.

When: EGR 130.

Who: First year EET students.

Where: EGR 130 Engineering Application and Programming lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
The target for this assessment is an average student score of 80%. The student will complete a circuit theory project which assesses the student’s ability to apply theoretical knowledge, simulation, and construction of an electronic circuit.

Student Success Improvement Goal:
The target for this assessment is an average student score of 80%. The student will complete a circuit theory project which assesses the student’s ability to apply theoretical knowledge, simulation, and construction of an electronic circuit.

Student Group to be Assessed:
Students taking EGR 130 Engineering Applications and Programming.
Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The average project score for this hands-on assessment was found to be 87%. There were fourteen student participants for this assignment. Assessment was completed in EGR 130 during the spring 2017 semester.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results met the target. The results indicated the student exhibits proficiency in constructing, test, and measuring an electronics circuit in a lab setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The assessment results indicate the student exhibits proficiency in constructing, test, and measuring an electronics circuit in a lab setting.

Re-evaluation Date:
6/4/2018

Changes made to process/modifications:
This lab practical continues to utilize the PLTW lab assessment for this performance indicator. Continue to ensure EGR 130 maintains up to date course components as PLTW curriculum for POE is updated.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

**APPLY PRACTICAL KNOWLEDGE TO TECHNICAL PROBLEM SOLVING**

Number: B

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

**Cumulative Assessment Results (Numeric):**
75.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Optimize and Tune Process Loop for Control**

Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Lab practical demonstration in EIT 220 Control Principles.

How: Student will use standard tuning methods and calculations to optimize process loop for automatic control.

Who: Senior year EIT students.

When: Second year EIT.

Where: EIT lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will demonstrate the ability to optimize control loop operations by applying mathematical calculations and standard tuning procedures.

Student Success Improvement Goal:

80% of students will score "proficient" in the lab demonstration category for lab assessment requiring complete loop tuning and control optimization in EIT 220 Control Principles.

Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.
Actual Results of Assessment (Percentage):
83.3000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
83.3% of students will scored "proficient" in the lab demonstration category for lab assessment requiring complete loop tuning and control optimization in EIT 220 Control Principles. Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
83.3% of students will scored "proficient" in the lab demonstration category for lab assessment requiring complete loop tuning and control optimization in EIT 220 Control Principles.

Assessment was performed in the spring 2017 semester in EIT 220 Control Principles. Assessment results based on 24 student participants.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results exceeded the target for this area. Results indicate students demonstrate the ability to optimize control loop operations by applying mathematical calculations and standard tuning procedures.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
Additional process simulators were made available for lab practicals with the relocation of four DAC multi-process simulators from the SCE&G lab to the EIT process lab for student use.

Person responsible for modifications:
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**RELATED ITEM LEVEL 1**

**Perform Calculations in DC and AC Circuits**

**Embedded Outcome Number:**
B-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:

What: Complete circuit calculations to solve problems in DC or AC applications.

How: Apply mathematics and proper formula to solve circuit calculations on written assessment related to DC or AC applications.

Who: First year EIT students.

When: First year EIT.

Where: EIT circuits lab.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
The student will correctly apply mathematics and proper formulas to solve calculation problems related to DC/AC circuits on written assessment.

**Student Success Improvement Goal:**
70% of students will correctly apply mathematics and proper formulas to solve calculation problem related to DC/AC circuits on written assessment.

**Student Group to be Assessed:**
Students Included: First year EIT students.

**Actual Results of Assessment (Percentage):**
66.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

66% of students correctly calculated all components of exam question related to AC phase angle calculations. This assessment was completed in EET 141 in spring 2017. There were 38 student participants.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:

Less than 70% of students correctly calculated all components of exam question related to AC phase angle calculations. This assessment was completed in EET 141 in spring 2017. There were 38 student participants.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:

Assessment fell short of goal by 4% this semester. Explore options to include additional practice exercises prior to exam on topic.

**Re-evaluation Date:**
6/25/2018

**Changes made to process/modifications:**

**Person responsible for modifications:**
Richard Murphy
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

APPLY PHYSICS AND MATH TO CIRCUITS

Number:
BB

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Application of physics or chemistry to electrical/electronic circuits in a rigorous mathematical environment at or above the level of algebra and trigonometry.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
79.1500000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Circuit calculations assessment
Embedded Outcome Number:
BB-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Student will complete a lab practical assessment that will assess the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of student participants will complete a lab practical assessment that will assess the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming with average assessment score greater than 80%

Student Success Improvement Goal:

Student Group to be Assessed:
Students taking EGR 130.

Actual Results of Assessment (Percentage):
92.3000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92.3% of student participants completed a lab practical assessment that assessed the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming with a score greater than 80%
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
92.6% of student participants completed a lab practical assessment that assessed the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming with a score greater than 80%. This assessment was completed during the spring 2017 semester.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The assessment results indicate the ability of the student to apply physics to electrical/electronic circuits in a rigorous mathematical environment.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

AC circuits phase angle calculations
Embedded Outcome Number:
BB-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
A minimum of 70% of students will calculate all components of exam question related to AC phase angles correctly.

Student Success Improvement Goal:

Student Group to be Assessed:
Students taking EET 141 Electronic Circuits.

Actual Results of Assessment (Percentage):
66.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
66% of students correctly calculated all components of exam question related to AC phase angle calculations. This assessment was completed in EET 141 in spring 2017. There were 38 student participants.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Less than 70% of students correctly calculated all components of exam question related to AC phase angle calculations. This assessment was completed in EET 141 in spring 2017. There were 38 student participants.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assessment fell short of goal by 4% this semester. Explore options to include additional practice exercises prior to exam on topic.

Re-evaluation Date:
5/1/2018

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

CONDUCT STANDARD TESTS AND MEASUREMENTS

Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Conduct standard tests and measurements, and conduct, analyze, and interpret experiments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
77.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform Analytical Measurements using Instrumentation

Embedded Outcome Number:

C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Lab practical assessment in EIT 212.

How: Student will complete analytical measurements using instrumentation and test standards.

Who: Senior year EIT students.

When: Second year EIT.

Where: EIT instrumentation lab.

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

80.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: Complete lab practical assessment using instrumentation and test standards to accurately measure and document analytical applications, such as pH.

Student Success Improvement Goal:
80% of students will score "proficient" in the "Data Representation/Collection" category for lab assessment for measuring pH applications in EIT 212.

Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

**Student Group to be Assessed:**
Students Included: Senior EIT students.

**Actual Results of Assessment (Percentage):**
66.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
66% of students scored "proficient" in the "Data Representation/Collection" category for lab assessment for measuring pH applications in EIT 212.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
66% of students scored "proficient" in the "Data Representation/Collection" category for lab assessment for measuring pH applications in EIT 212. Performance assessment was conducted during the spring 2017 semester in EIT 212. There were 24 student participants.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The assessment results for this performance indicator fell well below the target. The result of 66% was 14% below the target.

**Re-evaluation Date:**
6/25/2018

**Changes made to process/modifications:**
Additional analyzer sensors were incorporated into the lab instruction to allow Rosemount analyzers to be used in addition to the existing Honeywell analyzers. This lab practical and assessment method will be reviewed.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Acquire and Interpret Test Data**

**Embedded Outcome Number:**

C-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Acquire and interpret test data using industry standard test equipment and procedures.

How: Student will show proficiency in using industry standard test equipment and procedures in the collection of data.

Who: EIT 110 students.

When: First year EIT.

Where: Instrumentation lab.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: The student will show proficiency in conducting tests and measurements using industry standard equipment during lab assessment.
**Student Success Improvement Goal:**
80% of EIT 110 students will score "exemplary" in the "Data Collection" category on lab assessment in EIT 110 "Test Equipment and Measurements" lab.

Exemplary rating criteria includes: Data is complete and correctly formatted. Proper engineering units are used. Calculations are correct and all lab specified information is included.

**Student Group to be Assessed:**
Students Included: Students in EIT 110.

**Actual Results of Assessment (Percentage):**
88.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

88% of EIT 110 students will scored "exemplary" in the "Data Collection" category on lab assessment in EIT 110 "Test Equipment and Measurements" lab.

Exemplary rating criteria includes: Data is complete and correctly formatted. Proper engineering units are used. Calculations are correct and all lab specified information is included.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

88% of EIT 110 students will scored "exemplary" in the "Data Collection" category on lab assessment in EIT 110 "Test Equipment and Measurements" lab. Assessment conducted during the summer 2017 semester in EIT 110. There were 24 student participants. The average score for this assessment was 93.88%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The results exceeded the minimum target for this assessment. The results indicates that students show proficiency in conducting tests and measurements using industry standard equipment during lab assessment.
Re-evaluation Date: 6/25/2018

Changes made to process/modifications: Although this lab practical assignment is performed with a team partner. Each participant is required to perform individual testing and data collection. This was modified to allow one team member to coach the other during the lab performance.

Person responsible for modifications: Richard Murphy

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

WORK AS A TECHNICAL TEAM MEMBER

Number: D

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Function effectively as a member of a technical team.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)______________________________________________________________

RELATED ITEM LEVEL 1

Apply Team Work Skills to Practical Situations
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Apply team work skills to practical situations while completing senior project in EIT 242.
How: Senior EIT students are required to work in team settings to successfully plan, construct, and demonstrate a group senior project. Group delegates responsibilities and combines efforts to produce one final result.
Who: EIT seniors.
When: Second year EIT.
Where: EIT instrumentation lab, and EIT PLC lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Work in a team environment to successfully complete a semester long capstone team project.
Student Success Improvement Goal:
80% of students will score "Excellent" in the category for core competency #3: Use a variety of thinking skills to evaluate and solve problems within a group.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
91.6000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91.6% of students will scored "Excellent" in the category for core competency #3: Use a variety of thinking skills to evaluate and solve problems within a group.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
91.6% of students will scored "Excellent" in the category for core competency #3: Use a variety of thinking skills to evaluate and solve problems within a group. This assessment was conducted during EIT 242 in the spring 2017 semester. This is the capstone course for EIT seniors. There were 24 student participants in this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This semester long projected required students to work in a team environment to successfully complete a capstone team project. The assessment results indicate students have the ability to function effectively as a member of a technical team.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
A wider variety of student project assignments were incorporated into this capstone course, including working with the Agriculture Program upgrading and programming solar panel integration using PLCs for water delivery for greenhouse applications.
Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Complete Process Measurement and Control Team Project
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will successfully work as a team to complete a process measurement and control system lab practical assignment.

How: Demonstrate successful teamwork by assembling and configuring a process measurement and control application.

Who: EIT 110 students.

When: First year EIT.

Where: Instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will demonstrate the ability to work as a team in order to design, construct, configure, and test a level measurement system in the instrumentation lab.
**Student Success Improvement Goal:**
80% of students will achieve a score of "exemplary" in category of demonstration on final team project in EIT 110.

**Student Group to be Assessed:**
EET students taking EIT 110 during summer semester.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students achieved a score of "exemplary" in category of demonstration on final team project in EIT 110. Assessment required demonstration of teamwork by assembling and configuring a process measurement and control application with their assigned team.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
100% of students achieved a score of "exemplary" in category of demonstration on final team project in EIT 110. Assessment required demonstration of teamwork by assembling and configuring a process measurement and control application with their assigned team. This assessment was conducted during the summer 2017 semester. There were 24 student participants.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Assessment results indicate the students have the ability to function as a part of a team. Students demonstrated the ability to work as a team in order to design, construct, configure, and test a level measurement system in the instrumentation lab.

**Re-evaluation Date:**
6/25/2018

**Changes made to process/modifications:**
A new lab configuration was set-up for this assessment. The DAC process control simulators were located in the lab adjacent to the EIT lab. This configuration allowed for easier access to the equipment for all team members involved in project.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
Yes

**IDENTIFY AND SOLVE ENGINEERING TECHNOLOGY PROBLEMS**

**Number:**
E

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Identify, analyze, and solve narrowly defined engineering technology problems.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

**Cumulative Assessment Results (Numeric):**
87.45000000000000000
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Configuration and Testing VFDs
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Lab practical assessment in EIT 212.

How: Student will perform configuration and testing on VFDs in lab setting.

Who: Senior year EIT students.

When: Second year EIT.

Where: EIT lab.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will successfully configure, program, and test the operation of a variable frequency drive during lab assessment.
Student Success Improvement Goal:

80% of students will score "proficient" in the demonstration category on lab practical assessment related to the configuration, programming, and testing of a three phase VFD application.

Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
83.3000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

83.3% of students will scored "proficient" in the demonstration category on lab practical assessment related to the configuration, programming, and testing of a three phase VFD application.

Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
83.3% of students will scored "proficient" in the demonstration category on lab practical assessment related to the configuration, programming, and testing of a three phase VFD application. Assessment was conducted during the spring 2017 semester. There were 24 student participants.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The assessment results indicate the student's ability to identify, analyze, and solve narrowly defined engineering technology problems. This was indicated by the student's ability to configure, program, and test applications of variable speed drives to operate three phase motor applications.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
A variety of industry standard VFDs were included in this assessment, including: Danfoss, AB Power Flex drives, as well as Automation Direct drives. This gives the student greater exposure to various manufacturers.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Utilize HART communicator for DVC analysis
Embedded Outcome Number:
E-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Lab practical assignments in EIT 212.
How: Students will demonstrate the use of HART communicators to properly configure and test control valve DVC positioners. Students will demonstrate the use of diagnostics for testing control valve using diagnostics feature of communicator.
Who: Senior year EIT students.
When: Second year EIT.
Where: Instrumentation lab.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will successfully demonstrate the ability to use advanced configuration equipment and tools for proper setup and testing of Digital Valve Controllers (DVCs).

Student Success Improvement Goal:

80% of students will score "proficient" in the demonstration category on lab practical assessment that demonstrates the student's ability to use advanced calibration tools and features, including the HART communicator for Digital Valve Controller analysis.

Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
91.60000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

91.6% of students scored "proficient" in the demonstration category on lab practical assessment that demonstrates the student's ability to use advanced calibration tools and features, including the HART communicator for Digital Valve Controller analysis.
Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

91.6% of students scored "proficient" in the demonstration category on lab practical assessment that demonstrates the student's ability to use advanced calibration tools and features, including the HART communicator for Digital Valve Controller analysis.

Assessment was conducted in the spring 2017 semester in EIT 212. There were 24 student participants in the assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This assessment required the student to demonstrate and use advanced calibration tools and features, including the HART communicator for Digital Valve Controller analysis. The results indicated the student has the ability to identify, analyze, and solve narrowly defined engineering technology problems.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
The lab practical now includes a requirement for the student to complete diagnostic testing on DVCs using the HART communicator's diagnostic features.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY

Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply written, oral, and graphical communication in both technical and non-technical environments; identify and use appropriate technical literature.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
88.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Senior Project Presentation
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare and deliver written and oral presentations.

How: Complete, document, and present results of team driven senior project in EIT 242.

Who: EIT seniors.

When: Second year EIT.

Where: EIT instrumentation lab and EIT classroom.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Effectively prepare and present final senior project results.

Student Success Improvement Goal:
80% of students will score "exemplary" on the presentation category of senior project results rating. Team senior project will require the student to communicate effectively. Senior project will be fully documented and presented at completion.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

87.5% of students scored "exemplary" on the presentation category of senior project results rating. Team senior project required the student to communicate effectively. Senior project was fully documented and presented at completion.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
87.5% of students scored "exemplary" on the presentation category of senior project results rating. Assessment results are from the spring 2017 semester for the capstone project completed in EIT 242. There were 24 student participants in this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The assessment results indicate the student has the ability to apply written, oral, and graphical communication in both technical and non-technical environments thought the successful completion and presentation of a final capstone project.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
A wider variety of student project assignments were incorporated into this capstone course, including working with the Agriculture Program. The presentation was also required to be delivered not only to student peers, but other faculty members in associated programs as well. There was also a Q and A component added at the conclusion of each student presentation.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?: 
Yes

RELATED ITEM LEVEL 1

Prepare Written Research Summary
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate the ability to successfully research technical information through effective written documentation practices.

How: Given topics related to PLCs and PLC programming, student will research and prepare written summary.

Who: EET 235 students.

When: First year EET.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will research PLC related topic and prepare a written summary of the results.

Student Success Improvement Goal:

80% of students will score 80% or greater on written assignment that will research technical information related to PLCs and PLC programming. The student will demonstrate the ability to successfully research technical information through effective written documentation practices.

Student Group to be Assessed:
Students Included: First year EET students.
Actual Results of Assessment (Percentage):
88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of students scored 80% or greater on written assignment that required the research of technical information related to PLCs and PLC programming.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
88% of students scored 80% or greater on written assignment that required the research of technical information related to PLCs and PLC programming. Assessment was conducted in fall semester 2016. The average score for this assessment was found to be 88%. There were 39 student participants.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The assessment results indicates the student has the ability to apply written communication in both technical and non-technical environments as well as the ability to identify and use appropriate technical literature.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
Grading criteria and requirements were adjusted to include the student reference a minimum number of technical sources to support their written summary.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

DEMONSTRATE AN UNDERSTANDING OF LIFE LONG LEARNING
Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
84.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Becoming a Life Long Learner
Embedded Outcome Number:
G-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student research and writing assessment in EIT 110. How: Students will discuss the importance of life long learning and offer ideas on why this is important and how to become a lifelong learner. Who: Senior year EIT students. When: Second year EIT. Where: EIT 110 written research assignment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will complete written research assignment on the importance of becoming a lifelong learner. Discussion will address why it is important, how it is accomplished, identify opportunities for life long learning.

Student Success Improvement Goal:
90% of students will score greater than 90% on this assignment.

Student Group to be Assessed:
Second year EET students taking EIT 110.

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.5% of students scored 90% or greater on this written research and written assessment. The average score of assessment was found to be 85.8%. This assessment was completed in EIT 110 Principles of Instrumentation. The assessment was completed in the summer 2017 semester. There were 24 student participants.

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
Results of this year's assessment fell slightly below the target. The results were 2.5% below the target.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Although the assessment results fell slightly below the target, the results still indicate that students project a good understanding on the importance of becoming a lifelong learner.

Re-evaluation Date:
7/23/2018

Changes made to process/modifications:
Previously this assessment was conducted through a message discussion board. This year the assessment was changed to capture student's thoughts and ideas on the importance of lifelong learning through a research and written assessment.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Research the role of Industry and Standards Organizations.
Embedded Outcome Number:
G-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Research and discuss the importance of Industry and Standards Organizations and how these organizations will be used in the workplace. How: Student discussion and research. Submit written summary of findings. Who: Senior year EIT students. When: Second year EIT. Where: EIT 110.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: The student will demonstrate an understanding of the role of Professional Organizations in the workplace and how these organizations contribute to continued professional development.

Student Success Improvement Goal:
80% of students will achieve a score of greater than 80% on this research and summary assignment.

Student Group to be Assessed:
Second year EET students taking EIT 110.

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students scored 80% or greater on this written assessment. The student was required to research several industry and standards organizations and report how these play a roll in their careers. The assessment was completed in the summer semester 2017 in EIT 110 Principles of Instrumentation. There were 24 student participants. The average score for this assessment was found to be 82%.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The assessment results indicate the student demonstrates a good understanding of how industry and standards organizations can be used in their careers, not only for information but also as a method for continuous learning.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results, although meeting the minimum target for assessment, indicates this area needs focus.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
In the past this assessment has consisted of either a written research assessment or a message board discussion. This year's assessment consisted of the written assessment. Other options of engaging students in this topic will be evaluated.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT AN UNDERSTANDING OF PROFESSIONAL AND ETHICAL RESPONSIBILITIES
Number:
H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
84.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :
0.00

Traditional/Hybrid Instructional Delivery :
0.00

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------
RELATED ITEM LEVEL 1

Recognize the importance of diversity by creating a unique diversity statement.
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The student will identify major corporation's diversity statements and recognize the importance of these statements. The student will use this information to create a unique diversity statement that could be implemented in an organization.

How: Following class discussion, student will research and summarize findings.

Who: First year EET students.

When: First year EET.
When: First year EET.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
The student will successfully identify corporate and individual social and environmental responsibilities and identify policies from various companies and organizations. The student will use this information to create a unique diversity statement that could be used by a company or an organization.

Student Success Improvement Goal:
85% of students will successfully complete this assignment with a score of greater than 85%.

Student Group to be Assessed:
EGR 108 students.

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students successfully completed this assessment with a score of 85% or greater. The assessment was completed in spring 2017 semester. The average score for this assessment was found to be 86%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results show the student can successfully identify corporate and individual social and environmental responsibilities and use policies from various companies and organizations to create a unique diversity statement.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Although the assessment results were slightly less than target, the results still indicate a good grasp of this learning objective by students.

**Re-evaluation Date:**
6/25/2018

**Changes made to process/modifications:**
EGR 108 Engineering Ethics is the course where this assessment is completed. This course is now offered only online. In the past the course was only offered as a face-to-face class. This will be reviewed going forward, whether to return to the traditional model or remain as an online offering.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Create a Code of Ethics for a company or organization.**

**Embedded Outcome Number:**
H-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Following in class discussion, the student will complete an assignment to develop a code of ethics that can be applied to a company or an organization.
How: Student assignment.

Who: First year EET students.

When: EGR 108.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
The student will successfully complete assignment identifying the importance of an individual's commitment to essential core values and teamwork.

Student Success Improvement Goal:
85% of students will score greater than 85% on this assignment.

Student Group to be Assessed:
First year EET students taking EGR 108.

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of students successfully completed written assessment with a score of 85% or greater. This assessment was completed in EGR 108 Engineering Ethics during the spring 2017 semester. The average student score for this assessment was found to be 85%.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the targeted results for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Creating a code of ethics indicates the student's understanding of professional and ethical responsibilities. The assessment results exceeds the minimum target, indicating a high level of proficiency in this area.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
EGR 108 Engineering Ethics is the course where this assessment is completed. This course is now offered only online. In the past the course was only offered as a face-to-face class. This will be reviewed going forward, whether to return to the traditional model or remain as an online offering.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT COMMITMENT TO QUALITY AND CONTINUOUS IMPROVEMENT
Number:
1

FY Start:
7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Exhibit a commitment to quality, timeliness, and continuous improvement.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
83.3000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate commitment to quality and continuous improvement during execution of senior project.
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: The student will demonstrate a commitment to quality and process improvements while completing senior project in EIT 242.

How: Senior EIT students are required to work in team settings to successfully plan, construct, and demonstrate a group senior project. Project allows the student to demonstrate quality work
practices and process improvements.

Who: EIT seniors.

When: Second year EIT.

Where: EIT instrumentation lab, and EIT PLC lab.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Work in a team environment to successfully to produce quality results by successfully completing final team project.

**Student Success Improvement Goal:**
80% of students will score above 85% on senior project.

**Student Group to be Assessed:**
Senior EET students completed final project course, EIT 242 Senior Project in EIT, during final spring semester.

**Actual Results of Assessment (Percentage):**
83.300000000000000000

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
83.3% of students completing a semester long senior capstone project scored greater than 80% on the total project score. This project required the student to work in team settings to successfully plan, construct, and demonstrate a group senior project. Project allows the student to demonstrate quality work practices and process improvements throughout the semester. The assessment results were taken in EIT 242 during the spring 2017 semester.

**Results of Assessment Date:**
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
The assessment results exceeded the target for this assessment by 3.3%.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Commitment to continuous improvement was measured by the completion of a semester long project by EET seniors to complete an assigned team project. Students were required to work in team settings to successfully plan, construct, and demonstrate a group senior project. Project allows the student to demonstrate quality work practices and process improvements.

Re-evaluation Date:
6/25/2018

Changes made to process/modifications:
A wider variety of student project assignments were incorporated into this capstone course, including working with the Agriculture Program upgrading and programming solar panel integration using PLCs for water delivery for greenhouse applications.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

APPLY TECHNICAL SKILLS

Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:.

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

APPLY PRACTICAL KNOWLEDGE TO TECHNICAL PROBLEM SOLVING

Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.

Progress:

Responsible Roles:

Program:
CONDUCT STANDARD TESTS AND MEASUREMENTS

Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Conduct standard tests and measurements, and conduct, analyze, and interpret experiments.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :
WORK AS A TECHNICAL TEAM MEMBER

Number: D

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Function effectively as a member of a technical team.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

IDENTIFY AND SOLVE ENGINEERING TECHNOLOGY PROBLEMS

Number: E

FY Start: 7/1/2016
Description - What will the student know or be able to do upon completion of the program?: Identify, analyze, and solve narrowly defined engineering technology problems.

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

COMMUNICATE EFFECTIVELY
Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Apply written, oral, and graphical communication in both technical and non-technical environments; identify and use appropriate technical literature.

Progress:

Responsible Roles:

Program:
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**DEMONSTRATE AN UNDERSTANDING OF LIFE LONG LEARNING**

**Number:**

G

**FY Start:**

7/1/2016

**FY End:**

6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**

Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.

**Progress:**

**Responsible Roles:**

**Program:**

Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

EXHIBIT AN UNDERSTANDING OF PROFESSIONAL AND ETHICAL RESPONSIBILITIES

Number: H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

EXHIBIT COMMITMENT TO QUALITY AND CONTINUOUS IMPROVEMENT

Number:
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Exhibit a commitment to quality, timeliness, and continuous improvement.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and
Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Associate Degree, Engineering Design Technology and Related Certificates
GENERATE DRAWINGS TO APPROPRIATE STANDARDS
Number: A

FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Generate drawings to appropriate standards.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
88.3000000000000000000

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Complete body of drawings in accordance with ASME/ANSI standards
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will provide a complete body of drawings in accordance with ASME/ANSI standards, while focusing on topics such as view selection and placement, including drawing layout.

What: Lab in EGT 110, EGT 151
How: The Freshmen student will learn about Multi view, isometric, Auxiliary and Section type Drawings.
Who: The Freshmen EGT Student
When: First Year, First Class EGT.
Where: N1602 Lab.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110 and EGT 151)
The Student should Complete AutoCAD LEVEL 1

Student Success Improvement Goal:

Student Group to be Assessed:

EGT 110 and EGT 151

Students Included: The freshmen EGT Student

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

EGT 110 - 93.3%
EGT 151 - 100%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

26 TOTAL STUDENTS IN EGT 110 AND EGT 151

25 WITH PASSING SCORE
16% ABOVE DESIRED AVERAGE

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: I will continue to work with students one on one in lab after class hours if needed to improve grades.

Re-evaluation Date: 10/4/2018

Changes made to process/modifications:

Person responsible for modifications: Odom

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Complete body of drawings in accordance with ASME/ANSI standards

Embedded Outcome Number: A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will provide a complete body of drawings in accordance with ASME/ANSI standards, while focusing on topics such as view selection and placement, including drawing layout
What: Lab in EGT 110 and EGT 151, EGT 152
How: The Freshmen student will learn about Multi view, isometric, Auxiliary and Section type Drawings.
Who: The Freshmen EGT Student
When: First Year, First Class EGT.
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 152)
The Student should Complete Inventor LEVEL 1

Student Success Improvement Goal:

Student Group to be Assessed:
EGT 152

Actual Results of Assessment (Percentage):
80.6000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
EGT 152 = 80.6%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
EGT 152
62 Total students
50 passing
12 fail

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
I will continue to offer open labs with one on one help after class hours.

Re-evaluation Date:
10/4/2018

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM MATHEMATICAL CALCULATIONS TO PRODUCE DRAWINGS
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform mathematical calculations to produce drawings.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Use the Descriptive geometry
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will use the Descriptive geometry learned to produce drawings by utilizing the true length of lines, true size and shape of planes, angle between planes and lines and true distance between a point and a plane.

What: : Lab in EGT 110 and EGT 151
How: The Student will learn about Geometric Construction and how it is the basis of all geometric shapes and drafting application.
Who: The Freshmen EGT Student.
When: First Year, First Class EGT.
Where: N1602 Lab.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151
The Student should understand and comprehend the geometry and related math needed to Complete
AutoCAD LEVEL 1 and Inventor LEVEL 1
Expected score: 80% Min.

Student Success Improvement Goal:

Student Group to be Assessed:
EGT 110, EGT 151

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
EGT 110 93.3%
EGT 151 100%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

26 TOTAL STUDENTS IN EGT 110 AND EGT 151 25 WITH PASSING SCORE 1 FAIL

16% ABOVE DESIRED AVERAGE
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
I will continue to work with students one on one in lab after class hours if needed to improve grades.

Re-evaluation Date:
10/4/2018

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE BASIC COMPUTER COMPONENTS AND APPLICATIONS
Number: C

FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate basic computer components and applications.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Successfully demonstrate the use of the menu file management, reusing drawing content, creating and using drawing templates, CAD Symbols and symbol libraries, layers and layer management.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: By successfully demonstrating the use of the menus, file management, reusing drawing content, creating and using drawing templates, CAD Symbols and symbol libraries, layers and layer management.

What: Lab in EGT 110, EGT 151, EGT 152
How: The Student will learn how to navigate through the different types of software used in the cad lab.
Who: The Freshmen EGT Student.
When: First Year
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151
The Student should understand, comprehend and be able to demonstrate basic computer skills
needed to Complete
AutoCAD LEVEL 1 and Inventor LEVEL 1

Expected score: 80% Min.

Student Success Improvement Goal:

Student Group to be Assessed:

EGT 110, EGT 151

Students Included: The freshmen EGT Student.

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of
student learning?:
EGT 110 93.3%
EGT 151 100%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
26 TOTAL STUDENTS IN EGT 110 AND EGT 151
25 WITH PASSING SCORE
1 FAIL
16% ABOVE DESIRED AVERAGE

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Re-evaluation Date:
10/4/2018

Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DESIGN DRAWINGS TO MANUFACTURING SPECIFICATIONS

Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Design to manufacturing specifications.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Produce drawings and follow design changes through 2D and parametric modeling
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will produce drawings and follow design changes through 2D and parametric modeling

What: Lab in EGT 151, Lab
How: The Student will learn about product development and design change.
Who: The Freshmen EGT Student.
When: First Year
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151)
The Student will produce drawings and follow design changes through 2D and parametric modeling. They will learn how to make proper revisions and record these changes.

Complete AutoCAD LEVEL 1 and Inventor LEVEL 1
Student Success Improvement Goal:

Student Group to be Assessed:

EGT 110, EGT 151

Students Included: The freshmen EGT Student.

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
EGT 110 93.3%
EGT 151 100%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
26 TOTAL STUDENTS IN EGT 110 AND EGT 151
25 WITH PASSING SCORE
1 FAIL
16% ABOVE DESIRED AVERAGE

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
I will continue to work with students one on one in lab after class hours if needed to improve grades.

Re-evaluation Date:
10/4/2018

Changes made to process/modifications:

Person responsible for modifications:
Odom
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

MAINTAIN RECORDS AND DOCUMENTATION
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Maintain records and documentation.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)----------------------------------------------------------------------------------------------------------------------------------------------------------------------
Project Work
Embedded Outcome Number: E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: Student project work will be checked from time to time and they must demonstrate that all necessary files are in order and correct with proper revisions.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:

(EGT 110, EGT 151

The Student shall produce all related drawings and documents throughout the semester including digital files as required in the form of a portfolio.

Complete AutoCAD LEVEL 1 and Inventor LEVEL 1

Expected score: 80%MIN
Student Success Improvement Goal:

Student Group to be Assessed:

EGT 110, EGT 151

Students Included: The freshmen EGT Students

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
EGT 110 93.3%
EGT 151 100%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

26 TOTAL STUDENTS IN EGT 110 AND EGT 151

25 WITH PASSING SCORE
1 FAIL
16% ABOVE DESIRED AVERAGE

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
I will continue to work with students one on one in lab after class hours if needed to improve grades.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DEMONSTRATE PROFESSIONAL BEHAVIOR

Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional behavior.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Instructor Observation and Employer Feedback
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: Observation by the instructor during the student’s time in class. Also, feedback from employers

What: All EGT Labs
How: The Student will follow classroom and school rules. Practice professional behavior by arriving on schedule, dressing appropriately and being civil to other students.
Who: : The EGT Student
When: Throughout the students career at OCTECH.
Where: School, workplace, everywhere.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151 and EGT 152)

The Student should represent the Engineering Graphics Program and Orangeburg Calhoun Technical College in a professional manner.
Complete AutoCAD LEVEL 1 and Inventor LEVEL 1

Expected score: NA

Student Success Improvement Goal:

Student Group to be Assessed:

EGT 110, EGT 151

Students Included: The freshmen EGT Student.

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% completion of mock interviews

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students are prepared for interviews and are given notes on presenting a professional appearance. 90% of students demonstrated that they were prepared for a professional environment.

Develop Supportable

Conclusions:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will provide students with more opportunities for mock interviews.

Re-evaluation Date:
10/4/2018
Changes made to process/modifications:

Person responsible for modifications:
Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Radiation Protection*
PRACTICE SAFETY
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Practice safety.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

safe work procedures and best practices
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Examine safe work procedures and best practices in RPT 243
How: Through online learning, research, review of regulations and recommendations guides. Completion of HAZWOPER certificate
Who: RPT Seniors
When: Second year RPT
Where: Laboratory and online learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will demonstrate knowledge of standard safety work practices through written tests.

Student Success Improvement Goal:
Success Level: All students will score greater than 70% on written tests on standard safety practices and procedures.

Student Group to be Assessed:
Students Included: Senior year RPT students.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Follow Safe Work Procedures in Industrial Environment

Embedded Outcome Number: A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: In RPT 290 follow safe work procedures in industrial environment.
How: During internship experience, students will follow employer’s procedures and practices in the workplace.
Who: RPT senior internship participants.
When: Second year RPT.
Where: Industry

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate the ability to safely work in an industrial environment by following standard safety practices.

Student Success Improvement Goal:
Success Level: All internship participants will successfully complete mandatory employer safety training.

Student Group to be Assessed:
Students Included: Senior year internship participants.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT PROFESSIONALISM
Number:
B

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Exhibit professionalism.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Ability to Work as a Professional
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate the ability to work as a professional in an industrial workplace.
How: Follow employer procedures and guidelines.
Who: RPT senior internship participants.
When: Second year RPT.
Where: Industry

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate the ability to work as a professional team member in an industrial environment by following employers’ guidelines.

Student Success Improvement Goal:
Success Level: All internship participants will score above average rating on relations/interaction with others on end of semester employee evaluation.

Student Group to be Assessed:
Students Included: Senior year internship participants.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:


COMMUNICATE PROFESSIONALLY

Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Communicate professionally.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Prepare and Deliver Written Reports
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Prepare and deliver written reports
How: Complete data analysis, document, and present written results of laboratory projects in RPT 243 and RPT 253
Who: RPT first and second year.
When: First and second year RPT.
Where: RPT laboratory and site visits.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Effectively share communications with other team members in a team environment to successfully complete team based lab practical.

**Student Success Improvement Goal:**
Success Level: All students will score beyond satisfactory or exceptional on team based lab practical evaluations in communication between team members category.

**Student Group to be Assessed:**
Students Included: First and second year RPT students.

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Complete Lab Practicals with Written Documentation
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Support completed lab practical with written documentation.
How: Quantify, perform data analysis and categorize lab results through written documentation and oral presentation.
Who: RPT juniors and seniors.
When: First and second year RPT.
Where: RPT lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will successfully complete formal lab reports as required to support lab practical.

Student Success Improvement Goal:
Success Level: 100% of all students will follow standard format for formal lab reports.

Student Group to be Assessed:
Students Included: First and second year RPT students.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**RELATED ITEM LEVEL 1**

**Successfully Transfer Information Through Effective Written Documentation Practices**

Embedded Outcome Number:

C-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate the ability to successfully transfer information through effective written documentation practices.
How: RPT 290 - Summarize work activities and results to team members and supervision. Document internship experiences through on-line forum.
Who: RPT senior internship participants.
When: Second year RPT.
Where: Industry

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE TEAM WORK
Number: D

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Demonstrate teamwork.
Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Apply Teamwork Skills to Practical Situations
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Apply team work skills to practical situations while performing lab practical in RPT 243 and RPT 253.
How: First and second year RPT students are required to work in team settings to successfully execute various lab practical. Group delegates responsibilities and combines efforts to produce one final result.
Who: RPT first and second year.
When: First and second year RPT.
Where: RPT lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Work in a team environment to successfully complete team based lab practical.

Student Success Improvement Goal:
Success Level: All students will score beyond satisfactory or exceptional on team based lab practical evaluation category for each team member contributed equally.

Student Group to be Assessed:
Students Included: First and second year RPT students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Work Effectively in a Team Environment
Embedded Outcome Number:
D-2
**Assessment Task Description** - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?

**What:** In RPT 290 - Successfully work in team environment.
**How:** Produce quality results while working in a team setting.
**Who:** Senior internship participants.
**When:** Second year RPT.
**Where:** Industry

**Type of Assessment:**

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Demonstrate the ability to work as a part of a team to successfully complete assigned tasks.

**Student Success Improvement Goal:**
Success Level: All internship participants will score above average rating on relations/interaction with others on end of semester employee evaluation.

**Student Group to be Assessed:**
Students Included: Senior year internship participants.

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**
DEMONSTRATE KNOWLEDGE OF RADIATION SAFETY CONTROLS AND REGULATIONS
Number: E

FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of radiation safety controls and regulations.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:
Working Knowledge of Regulation Guides
Embedded Outcome Number: E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Apply working knowledge of regulation guides (10CFR20) in RPT 243 and RPT 253
How: Second year RPT students are required utilize 10CFR20 regulations and apply to best radiation practices and scenarios
Who: RPT second year.
When: Second year RPT.
Where: Online

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected: Become familiar with 10CFR20

Student Success Improvement Goal:
Success Level: All students will score beyond satisfactory or exceptional online exams and quiz

Student Group to be Assessed:
Students Included: Second year RPT students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

UNDERSTAND SCENARIOS THAT NECESSITATE THE USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE)

Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Understand scenarios that necessitate the use of personal protective equipment (PPE).

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Determine Hazards and Assess Hazards in the Workplace
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine hazards and assess hazards in the workplace that may require the use of PPE via case scenarios in RPT 243, RPT 253
How: Second year RPT students are required to review different case scenarios and deduce the PPE required
Who: Second year.
When: Second RPT.
Where: Online

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected: Become familiar with PPE gear

Student Success Improvement Goal:
Success Level: All students will score beyond satisfactory or exceptional online exams and quiz

Student Group to be Assessed:
Students Included: First and second year RPT students.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF FUNDAMENTAL CONTENT IN BASIC AREAS OF CHEMISTRY
Number: G

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of fundamental content in basic areas of chemistry.

Progress:

Responsible Roles:

Program: Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Critical Thinking

Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Integrate chemistry knowledge with critical thinking to solve problems
How: Second year RPT students in CHM 105 and CHM 204 are required perform qualitative and quantitative chemical analysis
Who: Second year.
When: Second year RPT.
Where: In class, 2nd year

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected: Become familiar with chemistry fundamentals, articulate scientific information via oral and written communication

Student Success Improvement Goal:
Success Level: All students will score beyond satisfactory or exceptional via exams, assignments, practical and quiz
Student Group to be Assessed:
Students Included: Second year RPT students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Industrial Technology
Associate Degree, Automotive Technology and Related Certificates
DIAGNOSE AND REPAIR ENGINE PROBLEMS
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Diagnose & repair engine problems using industry standard equipment.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Evaluate Engine
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will be able to evaluate engine condition using industry diagnostic tools & equipment.
Who: Entry level students
When: AUT 102
Where: NATEF Engine I Tasks A1, A3, A7, C1, C4 using formative and summative tasks & course exams.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in AUT 102 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%.

Student Group to be Assessed:
Students enrolled in AUT 102

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students enrolled in AUT 102 scored 80% or higher on the assigned task.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was achieved. Will continue to include new engine technology for student practice in the lab.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Identify Internal Parts of a Modern Automobile Engine
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student will be able to identify the internal parts of a modern automobile engine.
Who: Entry level students
When: AUT 102
Where: Component identification lab task and textbook worksheet.
NATEF Engine I Tasks A2, A3, B3, C4 Textbook formative worksheet and summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in AUT 102 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
.2%

Student Group to be Assessed:
Students enrolled in AUT 102

Actual Results of Assessment (Percentage):
95.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of students enrolled in AUT 102 scored 80% or higher on the assigned task.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal was achieved. Newer engines (within 5 years old) will be purchased going forward so students will have access to new technology and knowledge of those components.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR AUTOMATIC TRANSMISSIONS
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
AUTOMATIC TRANSMISSION DIAGNOSIS  What: Students will be able to evaluate automatic transmission condition  How: Using line pressure & diagnostic tools & equipment. Who: Senior

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
93.60

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Automatic Transmission Condition
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will be able to evaluate automatic transmission condition
How: Using line pressure & diagnostic tools & equipment.
Who: Senior level students
When: AUT 151

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in AUT 151 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
2%

Student Group to be Assessed:
Students enrolled in AUT 151

Actual Results of Assessment (Percentage):
91.30000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91.3% of students enrolled in AUT 151 scored 80% or higher on the assigned task.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Incorporate more of the various transmissions on the market to expand lab exercises.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Inspect, Test, Adjust, Repair, or Replace Automatic Transmission
Electrical/Electronic Components and Circuits
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect, test, adjust, repair, or replace automatic transmission electrical/electronic components and circuits including computers, solenoids, sensors, relays, terminals, connectors, switches, and harnesses.
Who: Senior level students
When: AUT 151
Where: NATEF Automatic Transmission II Tasks B3 using scan tool, DVOM, lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ will achieve mastery level of all 3 NATEF tasks.

Student Success Improvement Goal:
2% Increase each year
Student Group to be Assessed:
AUT 151 Students

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students’ achieved mastery level of all 3 NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Newer electronic equipment and transmission training models will be purchased going forward so students will have access to new technology and knowledge of those components.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PERFORM MANUAL DRIVETRAIN DIAGNOSIS AND REPAIR
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
PERFORM MANUAL DRIVETRAIN DIAGNOSIS AND REPAIR

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric): 97.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------
  RELATED ITEM LEVEL 1
  Diagnose Clutch
  Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
What: Diagnose clutch noise, binding, slippage, pulsation, and chatter; determine necessary action.
Who: Senior level students
When: AUT 115

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of NATEF B1 task.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 115 Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students’ achieved mastery level of NATEF B1 task.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
There is currently one vehicle to model these labs. We want to set up a trainer in the lab to incorporate the new manual transmissions available on the market to demonstrate new techniques.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Check and Adjust Clutch
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Check and adjust clutch master cylinder fluid level; check for leaks.
Who: Senior level students
When: AUT 115
Where: NATEF Manual Drivetrain III Task B5 visual inspection, lab job sheet & replenish with DOT 3 brake fluid

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.
**Student Success Improvement Goal:**
This year, the goal is a 2% increase over the expected outcome of 80%

**Student Group to be Assessed:**
AUT 115

**Actual Results of Assessment (Percentage):**
94.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
94% of students’ achieve mastery level of all NATEF tasks.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Going forward, we hope to purchase more individual trainers to allow students more independent practice.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No
DIAGNOSE AND REPAIR SUSPENSION & STEERING SYSTEMS

Number: D

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR SUSPENSION & STEERING PROBLEMS AND TAKE APPROPRIATE ACTION

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1

Diagnose Power Steering Gear
Embedded Outcome Number:
D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose power steering gear (rack and pinion) binding, uneven turning effort, looseness, hard steering, and noise concerns; determine necessary action.
Who: Entry level students
When: AUT 124
Where: NATEF Suspension & Steering IV Task B1 using test drive, visual inspection, lab job sheet. Summative exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 124 Students

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Purchase of new training vehicles (planned for 17-18) will give more variety of suspension set-ups and manufacturer-specific designs.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Inspect, Replace, and Adjust Tie Rod Ends (sockets), Tie Rod Sleeves, and Clamps
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect, replace, and adjust tie rod ends (sockets), tie rod sleeves, and clamps.
Who: Entry level students
When: AUT 124
Where: NATEF Suspension & Steering IV Task B17 using industry tools, lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

**Student Success Improvement Goal:**
This year, the goal is a 2% increase over the expected outcome of 80%

**Student Group to be Assessed:**
AUT 124 students

**Actual Results of Assessment (Percentage):**
95.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
95% of students’ achieved mastery level of all NATEF tasks.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Purchase of new training vehicles (planned for 17-18) will give more variety of suspension set-ups and manufacturer-specific designs.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?: No

DIAGNOSE AND REPAIR BRAKE SYSTEMS
Number: E

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR BRAKE SYSTEMS

Progress: Completed

Responsible Roles:

Program: Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
92.50

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Diagnose Disc Brake
Embedded Outcome Number: E-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose poor disc brake stopping, noise, vibration, pulling, grabbing, dragging, or pulsation concerns; determine necessary action.
Who: Entry level students
When: AUT 111
Where: NATEF Brakes V Task D1 using micrometer, dial indicator, road test, visual inspection & lab job sheet. Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 111 Students

Actual Results of Assessment (Percentage):
97.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
97% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
A local dealer has donated new brake components (electronic and regular) to improve training in this skill. Will begin using 17-18 to improve labs. In addition, we will update assessments to include new tasks for the updated brake systems.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Refinish/Measure rotor
Embedded Outcome Number:
E-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Refinish rotor off vehicle; measure final rotor thickness and compare with specifications.
Who: Senior level students
When: AUT 211
Where: NATEF Brakes V Task D9 using Shop Key information, micrometer, Ammco brake lathe & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00
Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: 90% of students’ achieve mastery level of NATEF task D9.

Student Success Improvement Goal:
2%

Student Group to be Assessed:
AUT 211 Students

Actual Results of Assessment (Percentage):
88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of students’ achieved mastery level of NATEF task D9.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
For warranty purposes, the manufacturer warranties want rotors cut on vehicles. Next year, we will include more assessment tasks to ensure students improve their skills in this area.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR ELECTRICAL/ELECTRONIC SYSTEMS
Number: F
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR ELECTRICAL/ELECTRONIC SYSTEMS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Electrical/Electronic Circuits.
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate knowledge of the causes and effects from shorts, grounds, opens, and resistance problems in electrical/electronic circuits.
Who: Entry level students
When: AUT 131
Where: NATEF Electrical/Electronic VI Task A4 using Shop Key information, textbook, DVOM & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 231 Students

Actual Results of Assessment (Percentage):
93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
We plan to purchase new technology A Tech electrical trainers to get the students more individual practice on electrical circuits.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Inspect and Test Electrical/Electronic Circuits
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect and test switches, connectors, relays, solenoid solid state devices, and wires of electrical/electronic circuits; determine necessary action.
Who: Senior level students
When: AUT 231
Where: NATEF Electrical/Electronic VI Task A10 using Shop Key information, DVOM, Snap-on Vantage graphing meter.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2%

Student Group to be Assessed:
AUT 231 students

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Developing new strategic labs for the students individual practice in the lab for the newer technology in the industry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed
DIAGNOSE AND REPAIR HEATING AND AIR CONDITIONING SYSTEMS

Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR HEATING AND AIR CONDITIONING SYSTEMS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
99.50000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------------------------------------------------------------
Identify Problems with A/C System
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Performance test A/C system; identify problems.
Who: Entry level students
When: AUT 241
Where: NATEF Heating & Air Conditioning task VII A3 using R-134 gauge set, Shop Key information & lab job sheet, Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 241 Students

Actual Results of Assessment (Percentage):
99.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
99% of students achieved mastery level of all NATEF tasks.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Redesign labs to accommodate the newer technology on the new vehicles on the market.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Remove, Inspect, and Install Expansion Valve or Orifice (expansion) Tube
Embedded Outcome Number:
G-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Remove, inspect, and install expansion valve or orifice (expansion) tube.
Who: Entry level students
When: AUT 241
Where: NATEF Heating & Air Conditioning task VII B9 using R-134 recovery unit, orifice tube extractor, Shop Key information & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:

Student Group to be Assessed:
AUT 241 Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Will set up labs with newer training vehicles, so that the students shall learn the newer technologies on the market.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DIAGNOSE AND REPAIR ENGINE PERFORMANCE SYSTEMS
Number: H

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR ENGINE PERFORMANCE SYSTEMS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
99.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
Diagnose Abnormal Engine Noises or Vibration Concerns

Embedded Outcome Number: H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose abnormal engine noises or vibration concerns; determine necessary action.
Who: Entry level students
When: AUT 145
Where: NATEF Engine Performance VIII B9 using stethoscope, diagnostic tools, Shop Key information, textbook & lab job sheet. Formative exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 145 students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students achieved mastery level of all NATEF tasks

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
Will use new updated engines within 5 years old to train students on the newer technology engines.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Perform Active Tests of Actuators
Embedded Outcome Number:
H-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Perform active tests of actuators using a scan tool; determine necessary action.
Who: Senior level students
When: AUT 245
Where: NATEF Engine Performance VIII B3 using Modis scan tool, Shop Key information & lab job sheet.
Summative exam.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 245 Students

Actual Results of Assessment (Percentage):
98.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
98% of students achieved mastery level of all NATEF tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Will use newly purchased laptop oem scan tools to teach students on the new data found on vehicles to be more employable in the industry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

FOLLOW GOVERNMENTAL AND EMPLOYER RULES & REGULATIONS

Number:
1

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
FOLLOW GOVERNMENTAL AND EMPLOYER RULES & REGULATIONS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
99.5000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Knowledge of Material Safety Data Sheets (MSDS).

Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Locate and demonstrate knowledge of material safety data sheets (MSDS).
Who: All students
When: AUT 159 & all AUT classes.
Where: MSDS information and textbook written assignment.
Safety exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will follow environmental standards of the automotive industry.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All Automotive Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% students will follow environmental standards of the automotive industry.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students will be prepared for the industry by being 100% efficient in automotive safety.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Knece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Prepare Vehicle to Return to Customer

Embedded Outcome Number:
I-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.).
Who: All level students
When: AUT 159 and all classes.
Where: OCtech & industry standard procedure, OSHA rules, student work ethic grade

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 100.00

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement: 100% of all students will adhere to rules and regulations.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All automotive students

Actual Results of Assessment (Percentage): 99.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 99% of all students will adhere to rules and regulations.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: Students will be ready and prepared to work in the automotive industry to accommodate customer satisfaction.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications: Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP & USE POSITIVE WORKING RELATIONSHIPS
Number: J

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
DEVELOP & USE POSITIVE WORKING RELATIONSHIPS

Progress: Completed

Responsible Roles:

Program: Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.5000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Awareness of the Team Concept
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate awareness of the team concept, expected work ethics and collaboration with students.
Who: All level students
When: All AUT classes & AUT 159.
Where: Lecture, notes, role play and textbook written assignment

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will demonstrate strong work ethics.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All AUT-159 Automotive Students

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students will demonstrated strong work ethics.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Will continue to address student work ethics to help them be successful in the automotive industry. Will plan to have students wearing full uniforms in the fall semester.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneecce

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Teamwork Project
Embedded Outcome Number:
J-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students work together on the S-10 electric vehicle and the hot rod. Students work together in groups to review all 8 areas of automotive. In addition, students work on career preparation by creating a resume and portfolio and review interview skills.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
100% of students will make an 70% (C) or better on the final project assessment.

Student Success Improvement Goal:
Maintain 70% or higher

Student Group to be Assessed:
AUT 262 students

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the students presented their senior projects and portfolios for the workplace.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Employability skills and interview skills. Public speaking and communication.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Natef and Workplace requirement for industry employment.

Re-evaluation Date:

Changes made to process/modifications:
NONE

Person responsible for modifications:
Kevin Kneece
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

FOLLOW WRITTEN INSTRUCTIONS
Number:
K

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
FOLLOW WRITTEN INSTRUCTIONS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Complete Work Order
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. Interpret repair instructions.
Who: All level students
When: AUT 159 and all classes.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
90% of all students will utilize work orders for vehicle repair

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 159 Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students utilized work orders for vehicle repair
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The students will continue to improve on writing work orders on every vehicle entering the lab or shop. This will be mandatory for industry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Industrial Electronics Technology and Related Certificates
INDUSTRIAL SAFETY
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Practice industrial safety.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
61.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Teamwork and Safety Practices
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will learn about industrial safety practices and apply this knowledge in lab practical.
How:
Through classroom lecture and discussion of safety practices, including Lockout and Tag Out procedures.
Who:
IET Freshman Students.
When:
First year IET.
Where:
EEM-165 (Residential/Commercial Wiring) Classroom.

Type of Assessment:
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement:
Demonstrate knowledge of correct Industrial Safety Procedures through written test and application of knowledge in lab practices.

**Student Success Improvement Goal:**
Success Level:
80% of the students should be able to pass the Written Safety Test (Test 1) with a 70 minimum class average.

**Student Group to be Assessed:**
Students Included:
EEM-165 Students.

**Actual Results of Assessment (Percentage):**
61.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
61 % of the students were able to pass the Written Safety Test (Test 1) with a 70 minimum class average. Assessment was completed in EEM 165 in fall 2016 semester. There were 18 student participants in the assessment.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results for this assessment did not meet the expected assessment results. Assessment results were found to be 61%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
61% of students met the expected assessment results for the demonstration of knowledge of correct industrial safety procedures through written test.

**Re-evaluation Date:**
6/1/2018

**Changes made to process/modifications:**
Demonstrations and hands-on activities will be incorporated in the course to increase the student's awareness of safety procedures.

**Person responsible for modifications:**
Johnny Wilson

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
Yes

**PROFESSIONALISM**

**Number:**
B

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Practice professionalism.

**Progress:**
Completed

**Responsible Roles:**
Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1
Practice Team Work
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:
Students will learn about team work. They will learn the concept of sharing knowledge and exhibit integrity in dealing with others.

How:
Through interaction with others in the design of a working Senior Project.

Who:
IET Senior Students.

When:
Second year IET.

Where:
EET-273-01 (Senior Projects).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to work as a viable team member in constructing a working Senior Project.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Working Projects Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included: EET-273-01

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students passed in the Working Projects Category with a 70 minimum class average while completing a senior project. Assessment was completed in spring 2017 during EET 273

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum assessment expected results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicates the student is effective in the area of team work while working in a team setting to complete a semester long senior project.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Person responsible for modifications: Johnny Wilson

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: 

Was the QEP Rubric used to assess this activity?:

COMMUNICATE
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Communicate professionally and effectively.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric): 85.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Produce Typed Technical Reports and Oral Technical Presentations
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will be introduced to the concept of producing typed technical reports and oral technical presentations.
How:
By producing typed bi-weekly reports, of work that has been achieved with their project. By producing a typed final report and a video oral presentation, of the finished project.
Who:
IET Seniors.
When:
Second Year IET.
Where:
EET-273 (Electronics Senior Projects).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to produce quality technical reports and technical presentations.

Student Success Improvement Goal:
Success Level:
80% of the student should be able to pass in the Written Report Category for this class with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EET-273-01 Students.

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the students passed in the Written Report Category for this class with a 70 minimum class average. Assessment completed in spring 2017 in EEM 273 Senior Projects.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the expected results in this area.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate the student is able to effectively prepare technical reports and lab summaries.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Updated the lab requirements and grading rubric for this assessment.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course
Was the QEP Rubric used to assess this activity?:
Yes

INTERPRET SCHEMATICS
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Interpret schematics.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Interpret Ladder Logic Diagrams, Create and Troubleshoot Electrical Motor Control Circuits
Embedded Outcome Number:
D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:
Student will learn to interpret schematic diagrams to successfully create and troubleshoot solid state electronic circuits.

How:
Through classroom lecture and lab practices.

Who:
IET Seniors.

When:
Second year IET.

Where:
EEM-131 (Solid State Devices) Classroom.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required labs in EEM-131. (This includes wiring lab boards, from schematic drawings, and troubleshooting labs).

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category for lab assignment requiring the use of diagrams to construct and test a solid state circuit.

Student Group to be Assessed:
Students Included:
EEM-131 Students.

Actual Results of Assessment (Percentage):
94.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94% of the students should be able to pass in the Labs Category for lab 5 (Four Bit Up Counter Circuit Construction and Testing) with a 70% or greater. Assessment results are from spring 2017 in EEM 131 Solid State section 02. There were 18 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results for this area.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate the student has the ability to interpret diagrams, create, and troubleshoot a solid state circuit.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Lab practicals were reviewed and modified to allow additional hands-on applications.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

READ, INTERPRET, AND OPERATE TEST EQUIPMENT
Number:
E
FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Read, interpret, and operate test equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELEVANT ITEM LEVEL 1
Test Equipment
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Student will learn how to use test equipment, including multimeters and oscilloscopes.
How:
Using voltmeters, ammeters, signal generators and oscilloscopes.
Who:
IET Freshman Students.

When:
First year IET.

Where:
In EEM-118 (A.C./D.C. Circuits II) Classrooms.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate knowledge of the correct usage of test equipment through testing and lab practical.

Student Success Improvement Goal:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
EEM-118 Students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students were able to pass in the Labs Category with a 70 minimum class average. Assessment results are from spring 2017 in EEM 118 AC/DC Circuits II. Lab assessed was series and parallel capacitance circuit.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
Assessment results exceed the minimum expected results for this assessment. The student demonstrates the knowledge of the correct usage of test equipment through testing and lab practical.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Assessment indicates the student's ability to demonstrate knowledge of the correct usage of test equipment through testing and lab practical.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Additional demonstrations, examples, and lab requirements using MultiSim circuit simulation software was included in this course.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TROUBLESHOOT AND REPAIR ELECTRONIC EQUIPMENT & SYSTEMS
Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Troubleshoot and repair electronics equipment and systems.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate Logical Troubleshooting Techniques
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will use logical troubleshooting techniques to isolate and localize problems in electrical and electronic circuits.
How:
Through proper use of test equipment. This includes voltmeters, ammeters, logic probes, and oscilloscopes.
Who:
IET Senior Students.
When:
Second year IET.
Where:
In EET-261 (Electronic Troubleshooting) Classroom.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to troubleshoot and repair electrical and electronic circuits.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Working Robot Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EET-261 Students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students passed in the Working Robot Category with a 70 minimum class average. Assessment was completed in spring 2017 semester in EET 261. Assessment required applying electronic, mechanical, and program troubleshooting to construct and test a working robot.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results for this area.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assessment indicated the student has the ability to effectively apply electronic, mechanical, and program troubleshooting methods to construct and test a working robot.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Grading rubric was revised to clarify student expectations for this assessment.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

CALIBRATE EQUIPMENT
Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Calibrate equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates
Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Calibrate Test Equipment
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will learn to calibrate test equipment to make correct electrical measurements.
How:
Using voltmeters, ammeters, signal generators and oscilloscopes.
Who:
IET Freshman Students.
When:
First year IET.
Where:
EEM-121 (Electrical Measurements) Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate knowledge of the correct calibration of test equipment through testing and lab
Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
EEM-121 Students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored greater than 70% on lab practical assignment requiring the use of a multi-range ammeter to conduct precise measurements in various ranges. Assessment was completed in fall 2016 in EEM 121.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results for this area.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students indicate the ability to effectively use industry standard test equipment, including calibrations by effectively using a multi-range ammeter to conduct precise measurement in various ranges.

Re-evaluation Date:
6/1/2018
Changes made to process/modifications:

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

OPERATE COMPUTERS (MICROPROCESSORS, PROGRAMMABLE CONTROLLERS)

Number:
H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Operate computers (microprocessors, programmable controllers).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Create PLC Programs
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will create PLC programs that will produce desired operating characteristics of the mechanisms involved in project.
How:
Using teach pendants, input / output devices, programming software, measuring devices,
Who:
IET Seniors Students.
When:
Second Year IET.
Where:
In EEM-252 (Programmable Controller Applications).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required PLC Lab in EEM-252. Demonstrate knowledge of PLC theory through testing.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.
Student Group to be Assessed:
Students Included: EEM-252 students.

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of students passed assessment with a score of greater than 70%. Assessment was completed in EEM 252 fall semester 2016. Lab assessed required the student to program working robot and communicate between robots.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded minimum expected results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results the student has the ability to create a PLC program that operates a working robot and programs the communication between robots.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Grading rubric updated for this assessment.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

MOTION CONTROL
Number: 1

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply motion control theory.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------- RELATED ITEM LEVEL 1
Wire and Program D.C. and A.C. Motor Drive Boards
Embedded Outcome Number:
I-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will wire and program D.C. and A.C. motor drive boards to produce desired operating characteristics as determined by instructor.
How:
Using D.C. and A.C. drive boards, and the manufacturer motor drive manuals, in a lab environment.
Who:
IET Seniors.
When:
Second Year IET.
Where:
In EEM-221 (DC/AC Drives).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required drives labs and assignments in EEM-121.
Demonstrate knowledge of drives theory through testing.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-221 Students.

Actual Results of Assessment (Percentage):
93.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students passed assessment with greater than 70%. Lab assessment was completed in EEM 221 in spring 2017. Assessment was lab practical four which required the student to use manual to configure and wire drive and motor combination.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded minimum expected requirements.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assessment results indicates the student has the ability to effectively use a technical manual to configure, wire, and test a variable speed drive and motor combination.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Additional drive units and motors were added to the lab for students.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF ELECTRICAL WIRING REGULATIONS AND PRACTICES
Number: J
FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of electrical and wiring regulations and practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Correct Electrical Wiring Practices
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to use the National Electric Code Manual to obtain pertinent data.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass the final exam with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-165 Students.

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86% of students completing final exam scored greater than 70%. Assessment was based on data collected in EEM 165, fall 2016 semester.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Assessment results indicate the student is able to navigate the NEC code book in preparation for cumulative final written exam.

**Re-evaluation Date:**
6/1/2018

**Changes made to process/modifications:**
Assessment was moved from EEM 140 to EEM 165. Hands on demonstrations and lab activities were created to enhance instruction and understanding of subject.

**Person responsible for modifications:**
Johnny Wilson

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**Associate Degree, Machine Tool Technology and Related Certificates**

**USE TECHNICAL MATH TO SOLVE MACHINE SHOP PROBLEMS**

**Number:**
A

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Use technical math to solve machine shop problems.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Machine Tool Technology and Related Certificates
Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):
85% percent of students were able to complete the skill.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Convert fractions to decimals add subtract divide and multiply fractions solve basic shop formulas and calculate triangles
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will convert fractions to decimals add subtract divide and multiply fractions solve basic shop formulas and calculate triangles

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT-105 will score 70% or higher on the tests

Student Success Improvement Goal:
Student Group to be Assessed:
students enrolled in MTT-105

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of students made a 70 or above on all tests.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students met the goal. However, additional at-home practice would be a good way to increase success.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, more online resources will be added to the labs to ensure students get sufficient practice in converting fractions.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No
SET-UP & OPERATE MACHINE SHOP EQUIPMENT

Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Setup and operate machine shop equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Setup and operate lathes drill press saws surface grinders and practice preventive maintenance

Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will setup and operate lathes drill press saws surface grinders and practice preventive maintance

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in the MTT program will score 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students enrolled in the MTT program scored 70% or higher on assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was reached. However, students are still having trouble recognizing the correct speed and feed.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, we will add an online tutorial on the setting up lathes with the proper speed and feed.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PERFORM TOOLING PROCEDURES
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform tooling procedures.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Select proper cutting tools using the correct geometry and compute speeds and feeds for certain types of metals

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Select proper cutting tools using the correct geometry and compute speeds and feeds for certain types of metals

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the student enrolled in MTT 112 will score 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 112

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the student enrolled in MTT 112 scored 70% or higher on assigned tasks
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students did not know the correct tools to use for specific operations.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, we will spend more time in lab (face-to-face) explaining how tools are used and for which purposes.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

BUILD BASIC DIES, JIGS, & FIXTURES
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Build basic dies, jigs, and fixtures.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Build, assemble, and test basic blanking dies and build assemble test basic fixtures
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Build, assemble, and test basic blanking dies and build assemble test basic fixtures

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of the students enrolled in MTT 224 & MTT 241 will score a 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 224 & MTT 241

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students enrolled in MTT 224 & MTT 241 scored a 70% or higher on assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The students performed well. However, students need to improve their teamwork skills to manage time better during labs.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, we will spend more time in lab discussing teamwork skills and the importance of time management.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?: No

READ & DRAW BLUEPRINTS

Number: E

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Read and draw blueprints.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Identify symbols and understand geometric tolerancing; find information on a blueprint
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to identify symbols and understand geometric tolerancing; find information on a blueprint

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 120 will score 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 120

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90 % of the students enrolled in MTT 120 scored 70% or higher on assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was reached. However, students need more practice with geometric tolerancing to improve recognition of symbols.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Going forward, we will add an online tutorial and video (found on youtube) to help students understand tolerancing.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PRACTICE SAFETY
Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Practice safety.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------
RELATED ITEM LEVEL 1
Follow osha regulations report hazardous conditions and perform good housekeeping
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will follow osha regulations report hazardous conditions and perform good housekeeping

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of the MTT 111 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 111

Actual Results of Assessment (Percentage):
85.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 85% of MTT 111 students scored 70% or higher on the assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students did not clean up after themselves in lab exercises, so safety measures weren't up to standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, faculty will demonstrate how to clean up after lab exercises. Students will now have a clearer understanding of OSHA standards.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

EXHIBIT PROFESSIONALISM
Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Exhibit professionalism.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1

Practice time management, plan work sequence, and take pride in workmanship
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Practice time management, plan work sequence, and take pride in workmanship

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):
80% of students enrolled in MTT 126 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 126

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students enrolled in MTT 126 scored 70% or higher on the assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was reached. However, students are still having problems with time management and the balance between quality work and time allowed.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, we will apply pressure during lab and help students understand the importance of managing time.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATE EFFECTIVELY
Number: H

FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Use shop terminology make suggestions for continuous improvement and problem solving
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use shop terminology make suggestions for continuous improvement and problem solving

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students enrolled in MTT 232 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 232

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students enrolled in MTT 232 scored 70% or higher on the assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students would have scored even higher if they spent more time planning die work and set up a work schedule.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, faculty will sit with students to ensure that they understand the importance of a work plan and communicating the importance of completing work on time.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

CARE FOR & USE PRECISION MEASURING INSTRUMENTS
Number:
1

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Care for and use precision measuring instruments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
70.00
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Use precision instruments & take proper care of the instruments
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use precision instruments & take proper care of the instruments

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 112 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 112

Actual Results of Assessment (Percentage):
70.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70% of students enrolled in MTT 112 scored 70% or higher on the assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met. Students didn't take proper care of the instruments after using. In addition, students were not sure how to properly use precision instruments.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, faculty will add a tutorial and a 1.5 hour lab time to demonstrate the proper use of instruments.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE BASIC WELDING EQUIPMENT
Number:
J

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:

Use basic welding equipment.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Machine Tool Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**
95.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Demonstrate proper use of electric and gas welding equipment and practice equipment storage safety**

**Embedded Outcome Number:**
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate proper use of electric and gas welding equipment and practice equipment storage safety

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00
Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 125 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 125

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95 % of students enrolled in MTT 125 scored 70% or higher on the assigned tasks

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was reached. Students did well on this exercise.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will continue to stress the importance properly using electric and gas welding equipment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
PERFORM BASIC CUTTER-GRINDING OF METAL WORKING TOOLS

Number: K

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform basic cutter-grinding of metal working tools.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Understand tool geometry to be able to sharpen a cutting tool and drill bit
Embedded Outcome Number:
K-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understand tool geometry be able to sharpen a cutting tool and drill bit

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students enrolled in MTT111 will score 70% or better.

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT111

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students enrolled in MTT111 scored 70% or better.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met. Students had problems sharpening drill bits.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, faculty will spend more time in lab practicing sharpening techniques.

Re-evaluation Date:
PERFORM BASIC HEAT-TREATMENT TECHNIQUES
Number:
L

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform basic heat-treatment techniques.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform proper heat treating methods for type of materials and use hardness tester
Embedded Outcome Number:
L-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Perform proper heat treating methods for type of materials and use hardness tester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 222 will score 70% or better on the tasks assigned

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 222

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of the students enrolled in MTT 222 will score 70% or better on the tasks assigned

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?: The goal was met. However, students had difficulty understanding the correct temperatures to draw material.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Going forward, students will be given a material guide to heat treating (drawing and hardening temps).

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: None

Was the QEP Rubric used to assess this activity?: No

OPERATE AND PROGRAM COMPUTERIZED NUMERICAL MACHINES

Number: M

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Operate and program computerized numerical machines.

Progress: Completed

Responsible Roles:
Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Set up, program, and use CAM
Embedded Outcome Number:
M-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Set up, program, and use CAM

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 252 will score 70% or better on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 252
Actual Results of Assessment (Percentage): 85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 85% of the students enrolled in MTT 252 scored 70% or better on assigned tasks.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: The goal was reached. However, students had a problem using the MasterCAM software.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Going forward, faculty will allot more time to student practice using MasterCAM.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: None

Was the QEP Rubric used to assess this activity?: No

**DEMONSTRATE KNOWLEDGE OF STATISTICAL PROCESS CONTROL**

Number: N

FY Start: 7/1/2016
FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of statistical process control.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Be able to check parts on the CMM and understand SPC
Embedded Outcome Number:
N-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Be able to check parts on the CMM and understand SPC

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 
80.00

Minimum Expected Outcome for Level of Achievement (Text): 
80% of the students enrolled in MTT 171 will score 70% or higher on the tasks assigned

Student Success Improvement Goal:

Student Group to be Assessed: 
students enrolled in MTT 171

Actual Results of Assessment (Percentage): 
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
95% of the students enrolled in MTT 171 scored 70% or higher on the tasks assigned

Results of Assessment Date: 
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
The goal was reached. Students did well with CMM programming and setup.

Develop Supportable Conclusions - What do you plan to do to improve student learning? 
What actions will be taken?: 
Improvement can be reached by exposing students to more videos on using CMM. These will be added to supplemental media in D2L.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: 
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Associate Degree, Mechatronics Technology and Related Certificates
DESIGN, CONSTRUCT, AND TEST
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Design, construct, and test basic DC electrical circuits commonly used in a Mechatronics process.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)--------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Design, Build and Test a DC Electrical Circuit
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Design, Build and Test DC Electrical Circuits
Who: Entry level students
When: EEM 117 AC/DC Circuits I
Where: Electronics lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of EEM 117 students will reach a score of 70% on a DC Circuits lab that includes the construction of circuit using multiple electronics components and test equipment.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in EEM 117.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored greater than 70% on lab assessment requiring student to construct resistance circuit that demonstrates ohm's law. Assessment was completed in fall 2016 semester in EEM 117. There were 20 student participants. Proper use of test equipment was required to complete this assessment.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded minimum expected results for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assessment results demonstrates the proficiency of the student to construct, test, and demonstrate a DC circuit.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

IDENTIFY AND CONFIGURE
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Identify and configure process system measurement devices and control applications.

Progress:
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Mechatronics Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**
100.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Analyze and Optimize a Process**

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?

What: Students will learn how to demonstrate methods for analyzing and optimizing a process.

How: Through classroom lectures and hands on experience.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students

Where: IMT-170 Process Control

**Type of Assessment:**
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate methods for analyzing and optimizing a process.

Student Success Improvement Goal:

Success Level:

80% of IMT 170 students will achieve a score of 70% or higher on process control improvement lab practical demonstration

Student Group to be Assessed:

Students Included: IMT-170

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of IMT 170 students achieved a score of 70% or higher on process control improvement lab practical demonstration. Assessment performed during spring 2017 semester in IMT 170.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the expected assessment results.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Assessment results indicate the student has the ability to analyze and select process optimization methods.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Incorporated resources for course developed through recent grant.

Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE FUNDAMENTALS
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the fundamentals of assembling hydraulic and pneumatic equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Assemble and Test Hydraulic and Pneumatic Equipment
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will learn how to construct and test hydraulic and pneumatic circuits by use of a schematic.

How: Through classroom lectures and hands on experience.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students

Where: IMT-131 Hydraulics and Pneumatics

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement:
Students will construct and test hydraulic and pneumatic circuits by use of a schematic.

**Student Success Improvement Goal:**

Success Level: 80% of IMT 131 Hydraulics and Pneumatics students will achieve a score of 70% or higher average lab scores

**Student Group to be Assessed:**

Students Included: IMT-131 Hydraulics and Pneumatics

**Actual Results of Assessment (Percentage):**

100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

100% of IMT 131 Hydraulics and Pneumatics students achieved a score of 70% or higher average lab scores. Assessment results from IMT 131 during fall 2016 semester.

**Results of Assessment Date:**

Fall

**Key Findings - Based on your assessment data, what factors influenced the results?**:

Assessment results exceeded minimum expected results in this area.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:

Assessment results indicate the student's ability to construct and test hydraulic and pneumatic circuits by use of a schematic.

**Re-evaluation Date:**

6/1/2018

**Changes made to process/modifications:**

Additional lab practicals were included in IMT 131.
Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: SAFETY
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Safely work in a team environment while performing industrial maintenance best practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

**Safety and Team Work**

**Embedded Outcome Number:**

D-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Demonstrate safety practices and professional behaviors during the simulation of a real-world working environment.

How: Through labs and hands on experience.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students

Where: AMT-105 Robotics and Automated Controls I

**Type of Assessment:**

Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

80.00

**Minimum Expected Outcome for Level of Achievement (Text):**

Expected Achievement:

Form teams that each student rotates through to simulate a real world working environment, safely and professionally.

**Student Success Improvement Goal:**

Success Level:
80% of AMT-105 Robotics and Automated Controls I students will achieve a score of 70% or higher average while completing labs in a group simulated environment.

**Student Group to be Assessed:**

Students Included:

AMT-105 Robotics and Automated Controls I

**Actual Results of Assessment (Percentage):**

100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

100% of AMT-105 Robotics and Automated Controls I students achieved a score of 70% or higher average while completing labs in a group simulated environment.

**Results of Assessment Date:**

Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Assessment results exceeded minimum expected results.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Assessment results indicates the student can effectively form teams that allows each student to rotate through various lab environments safely and professionally.

**Re-evaluation Date:**

6/1/2018

**Changes made to process/modifications:**

Additional VEX kits were incorporated into the course for additional hands-on opportunities for team work.
Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PROFESSIONALISM IN ORAL AND WRITTEN COMMUNICATIONS
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism in oral and written communications.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Practice Professionalism
Embedded Outcome Number: E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will solve problems in teams, share knowledge, and exhibit integrity while dealing with other classmates.

How: Through interaction with others while working on lab based projects.

Who: Fundamentals mechatronic students

When: Certificate #1 Fundamentals students

Where: IMT-131 Hydraulics and Pneumatics

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement:

Demonstrate the ability to work as a viable team member while constructing hydraulic and pneumatic circuits as a team.

Student Success Improvement Goal:

Success Level:
80% of IMT-131 Hydraulics and Pneumatics students will achieve a score of 70% or higher average while completing labs in a group simulated environment.

**Student Group to be Assessed:**

Students Included:

IMT-131 Hydraulics and Pneumatics

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of IMT-131 Hydraulics and Pneumatics students achieved a score of 70% or higher average while completing labs in a group environment.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Assessment results exceeded the minimum expected results in this area.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Assessment results indicate proficiency in working professionally in teams to effectively complete lab practical projects that required effective communication between team members.

**Re-evaluation Date:**
6/1/2018

**Changes made to process/modifications:**
Additional lab practicals were created and introduced into the course.

**Person responsible for modifications:**
Jerry Zissett
Certificate, Basic Diesel Maintenance
MAINTAIN DIESEL ENGINES (NATEF ACCREDITATION GENERAL CATEGORY I)
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Maintain diesel engines.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Identify leaks and determine needed action**

**Embedded Outcome Number:**
A-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:

What: Identify the causes of engine fuel, oil, coolant, air, and other leaks; determine needed action.

How: Perform fluorescent dye inspection of component systems.

Who: Entry level students

When: DHM 105


**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 80% of students enrolled in DHM 105 will score 80% or higher on the assigned task.

**Student Success Improvement Goal:**
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

**Student Group to be Assessed:**
Entry level students

**Actual Results of Assessment (Percentage):**
93.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
93% of students enrolled in DHM 105 scored 80% or higher on the assigned task.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
students will continue to diagnose internal leaks in engines, and will incorporate redesigned labs to help them develop the skills to be successful in the automotive field.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

SERVICE DIESEL ENGINES (NATEF ACCREDITATION GENERAL CATEGORY I
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Service diesel engines.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
77.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELAT ED ITEM LEVEL 1

Inspect levels and determine needed action
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect fuel, oil, and coolant levels, and condition, determine needed action.
How: Perform fluid level & condition visual inspection.
Who: Entry level students
When: DHM 107
Where: NATEF Diesel task I-A-1
lab task assignment& final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 107 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%

Student Group to be Assessed:
Enter level students

Actual Results of Assessment (Percentage):
77.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
77% of students enrolled in DHM 107 scored 80% or higher on the assigned task.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The students will improve on this task by individually practicing the lab over a longer evaluating time frame. Will plan to incorporate instructor led online AVI course materials to help practice these skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

SERVICE DRIVE TRAIN SYSTEMS (NATEF ACCREDITATION DRIVE TRAIN CATEGORY II)
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Service drive train systems.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
91.4000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
ASSESSMENT(S) - 

Related Item Level 1

Identify problems; determine needed action.

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify causes of clutch noise, binding, slippage, pulsation, vibration, grabbing, dragging, and chatter problems; determine needed action.
How: Perform road test & component visual inspection.
Who: Diesel Certificate students
When: DHM 151
Where: NATEF Diesel task II-A-1 lab task assignment & final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 151 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

Student Group to be Assessed:
Diesel Certificate students

Actual Results of Assessment (Percentage):
91.4%

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91.4% of students enrolled in DHM 151 scored 80% or higher on the assigned task.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Will continue to prepare more labs to help students get more experience on the different make a model training vehicles that have been purchased for the program.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course,None

Was the QEP Rubric used to assess this activity?:
Yes

REPAIR ELECTRICAL SYSTEMS  (NATEF ACCREDITATION ELECTRICAL/ELECTRONIC CATEGORY V)
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Repair electrical systems.

Progress:
Completed

**Responsible Roles:**

**Program:**
Certificate, Basic Diesel Maintenance

**Cumulative Assessment Results (Numeric):**
86.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Read and interpret electrical/electronic circuits using wiring diagrams**

**Embedded Outcome Number:**
D-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Read and interpret electrical/electronic circuits using wiring diagrams.
How: Utilize manufacturer wiring diagram service information.
Who: Diesel Certificate students
When: DHM 173
Where: NATEF Diesel task V-A-1 lab task assignment & final exam.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 80% of students enrolled in DHM 173 will score 80% or higher on the assigned task.

**Student Success Improvement Goal:**
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

**Student Group to be Assessed:**
Diesel Certificate students

**Actual Results of Assessment (Percentage):**
86.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
86% of students enrolled in DHM 173 scored 80% or higher on the assigned task.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The students will practice these skills more individually with the new ATECH electrical training boards that will be purchased in the next year.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Kevin Kneecce

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:
No

FOLLOW ENVIRONMENTAL REGULATIONS (NATEF SUPPLEMENTAL TASKS)
Number: E
FY Start: 7/1/2016
FY End: 6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Follow environmental regulations.
Progress: Completed
Responsible Roles:
Program: Certificate, Basic Diesel Maintenance
Cumulative Assessment Results (Numeric):
100.00
Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery :
Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Locate and demonstrate knowledge of material safety data sheets (MSDS)
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Locate and demonstrate knowledge of material safety data sheets (MSDS).
Who: All students
When: DHM 105
Where: MSDS information and textbook written assignment.
Safety exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will follow environmental standards of the automotive industry.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%

Student Group to be Assessed:
All students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students followed environmental standards of the automotive industry.

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
Students will continue to stand proficient in the safety aspect of the automotive program, by demonstrating the knowledge of safety practices in the industry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course, None

Was the QEP Rubric used to assess this activity?:
No

DEMONSTRATE PROFESSIONAL BEHAVIOR
Number:
F

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional behavior.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance
Cumulative Assessment Results (Numeric):
95.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate Team Concept, Expected Work Ethics, and Collaboration
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate awareness of the team concept, expected work ethics and collaboration with peer students.
Who: Diesel Certificate students
When: All DHM classes
Where: Lecture, notes, role play and textbook written assignments, instructor observations, work ethic grade.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will demonstrate strong work ethics.
Student Success Improvement Goal:
Success Level: 80% compliance.

Student Group to be Assessed:
All Diesel Certificate students

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of students demonstrated strong work ethics.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
We continue to hold our students to the best work place practices in the classroom and as well as in the labs. This will help our students be the top candidates in the industry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Kevin Kneece

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No
Certificate, Industrial Maintenance: Mechanical and Electrical I

DESIGN, CONSTRUCT, AND TEST DIGITAL AND ALTERNATING CURRENT CIRCUITS.

Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Design, construct, and test digital and alternating current circuits.

Progress: Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical I

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Test Equipment
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will learn how to use test equipment including multimeters and oscilloscopes.

How: Using multimeters and oscilloscopes.

Who: First year students

When: First year

Where: EEM 118

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Demonstrate knowledge of the correct usage of test equipment.

Student Success Improvement Goal:
80% of the students should be able to pass in the lab category with a 70 minimum class average.

Student Group to be Assessed:
EEM 118 students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students were able to pass in the Labs Category with a 70 minimum class average. Assessment results are from spring 2017 in EEM 118 AC/DC Circuits II. Lab
assessed was series and parallel capacitance circuit requiring the use of electronic test equipment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:

Assessment results exceed the minimum expected results for this assessment. The student demonstrates the knowledge of the correct usage of test equipment through testing and lab practical.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:

Assessment indicates the student's ability to demonstrate knowledge of the correct usage of test equipment through testing and lab practical.

**Re-evaluation Date:**
6/1/2018

**Changes made to process/modifications:**

Additional demonstrations, examples, and lab requirements using MultiSim circuit simulation software was included in this course.

**Person responsible for modifications:**
Johnny Wilson

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?: Yes

PERFORM BASIC PLC PROGRAMMING
Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform basic programmable logic controller (PLC) programming and interface applications

Progress: Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical I

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Create PLC programs
Embedded Outcome Number: B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will create PLC programs to produce desired operating characteristics of the mechanisms involved in the project.

How: Using teach pendants, input/output devices, programming software, and measuring devices.

Who: First year students

When: First year

Where: EEM 251

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will score greater than 70% on PLC programming lab that includes multiple programming objectives and input/output connections.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in EEM 251

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students scored greater than 70% on PLC programming lab that includes multiple programming objectives and input/output connections. Assessment based on lab practical programming sequential traffic light operation and associated input/output devices. Assessment completed in EEM 251 in summer 2017 semester. 17 students were included in assessment.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results indicate the student has the ability to effectively create a PLC program with multiple programming objectives and interface appropriate input and output devices.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate the student has the ability to effectively create a PLC program with multiple programming objectives and interface appropriate input and output devices.

Re-evaluation Date:
8/1/2018

Changes made to process/modifications:
Added additional PLC programming platforms to the course.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

DESCRIBE MECHANICAL SYSTEM COMPONENTS
Number:
FY Start: 7/1/2016
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Describe the functions of components in a mechanical system.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical I

Cumulative Assessment Results (Numeric):
89.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)

RELATED ITEM LEVEL 1

Components of mechanical systems
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?

What: Students will identify the components in a mechanical system.
How: Completing exams and homeworks pertaining to the mechanical system in maintaining the system.

Who: Second year students

When: Second year IMT
Where: IMT 230

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of the students will score 70% or greater on final written exam requiring student to identify components of a mechanical system.

**Student Success Improvement Goal:**
80% of the students will complete this competency.

**Student Group to be Assessed:**
Students in IMT 230.

**Actual Results of Assessment (Percentage):**
89.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
88% of the students scored 70% or greater on final written exam requiring student to identify components of a mechanical system.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Assessment results exceeded the minimum expected results for this assessment.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate the student is able to identify the components of a mechanical system through a written assessment.

Re-evaluation Date:
6/1/2018

Changes made to process/modifications:
Course content for this competency was moved from IMT 227 to IMT 230.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

IDENTIFY APPLICATIONS OF PRECISION MEASUREMENTS

Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Identify the applications of precision measurements in mechanical systems.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical  I
Cumulative Assessment Results (Numeric):
75.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Precision measuring
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will learn how to use precision measuring tools.

How: By using precision measuring tools.

Who: First year students

When: First year

Where: IMT 221

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will score greater than 70% on lab assessment that includes the use of precision measuring equipment and instruments.

**Student Success Improvement Goal:**
80% of the students will pass with a 70 minimum class average.

**Student Group to be Assessed:**
Students in IMT 221

**Actual Results of Assessment (Percentage):**
75.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
75% of the students scored greater than 70% on lab assessment that includes the use of precision measuring equipment and instruments.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Assessment results were 5% below expected results for this assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Student hands-on activities will be reviewed and revised as needed.

**Re-evaluation Date:**
6/1/2018

**Changes made to process/modifications:**
Added additional motor trainers for lab practicals.

**Person responsible for modifications:**
Johnny Wilson
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Truck Driver Training
COMMERCIAL MOTOR VEHICLE OPERATION

Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Operate a Commercial Motor Vehicle to federal and state standards.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Safely operate a CMV.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will successfully demonstrate the safe operation of a CMV.

How: Successfully pass CDL Class A driving exam.

Who: Students taking the CDL Class A exam after successfully completing TDR 101, TDR 102, and TDR 103.

Where: State authorized testing location.

When: Upon successful completion of TDR 101, TDR 102, and TDR 103.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Demonstrate the ability to skillfully control the CMV, understanding the fundamentals of operation, safety and hazards of operation.

Student will be able to pass CDL Class A Driving Exam.

Student Success Improvement Goal:
90% of students completing TDR 101, TDR 102, and TDR 103 will pass CDL Class A driving exam.
Student Group to be Assessed:

Students taking the CDL Class A exam after the successful completion of TDR 101, TDR 102, and TDR 103.

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91 % of students passed the CDL Class A Driving Exam.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Current training methodology is effective and will continue.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

VEHICLE INSPECTION
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Conduct vehicle inspections.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Identify, describe, explain, check and verify vehicle components
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will be able to identify, describe, explain, check and verify each vehicle component.

How: Successfully complete vehicle pre-trip inspection.
Who: Truck driving students taking TDR 102.
Where: Skills pad
When: During TDR 102

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Demonstrate the ability to successfully complete vehicle pre-trip inspection.

Student Success Improvement Goal:
80% of TDR 102 students will score greater than 80% on vehicle pre-trip inspection assessment.

Student Group to be Assessed:
TDR 102 students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of TDR 102 students will score greater than 80% on vehicle pre-trip inspection assessment.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Current training model is effective, but will be modified to increase student success rates.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**DRIVER LOGS**

Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Maintain Driver Logs

Progress:
Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate driver logs
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will demonstrate ability to properly account for all duty performance activities.

How: Successfully complete hours of service and summary of hours written assessments.

Who: Truck driving students taking TDR 101.
Where: TDR classroom.
When: During TDR 101

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Demonstrate how to successfully complete hours of service and summary of hours logs.

Student Success Improvement Goal:
80% of TDR 101 students will score greater than 80% average on hours of service and summary of hours written assessments.

Student Group to be Assessed:
Students taking TDR 101.
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of TDR 101 students scored greater than 80% average on hours of service and summary of hours written assessments.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of TDR 101 students score greater than 80% average on hours of service and summary of hours written assessments.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
 Progress:
 Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE OCCUPATIONAL SAFETY
Number:
D

FY Start:
7/1/2016

FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:  
Demonstrate professional occupational safety measures.

Progress:  
Completed

Responsible Roles:  

Program:  
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):  
88.00

Cumulative Assessment Results (Text):  

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------  
RELATED ITEM LEVEL 1
Perform occupational safety risk assessments.  
Embedded Outcome Number:  
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will be able to identify, describe, and explain occupational hazards and safe driving techniques.

How: Successfully complete safety assessments.
Who: Truck driving students taking TDR 101.  
Where: TDR classroom.  
When: During TDR 101  

**Type of Assessment:**  
Direct Assessment  

**Minimum Expected Outcome for Level of Achievement (Percentage):**  
80.00  

**Minimum Expected Outcome for Level of Achievement (Text):**  
Student will be able to identify, describe, and explain Hazmat related conditions, and defensive driving techniques.  

**Student Success Improvement Goal:**  
80% of TDR 101 students will achieve a score of 80% or greater on written assessments for Hazmat  

and defensive driving.  

**Student Group to be Assessed:**  
Truck driving students taking TDR 101.  

**Actual Results of Assessment (Percentage):**  
88.00  

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**  
88% of TDR 101 students will achieve a score of 80% or greater on written assessments for Hazmat  

and defensive driving.  

**Results of Assessment Date:**  
Spring  

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students met the achievement, and are being trained in a way that will improve comprehension and increase test results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Welding Basic
GENERAL SAFETY

Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Students should practice general safety considerations that apply to welding and metal cutting. They should also be able to apply practice to avoid job-related deaths and injuries while establishing and maintaining a safe work environment.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Basic
Cumulative Assessment Results (Numeric):
78.00

Cumulative Assessment Results (Text):
Students received an average score of 78% on their NCCER quiz for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below::

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Principles and Practices of Welding Safety
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students have learned the principles and practices of welding safety.
How: Students will take a NCCER quiz on welding safety and their safety practices will be observed in the welding lab.
Who: Basic Welding Certificate Students
When: In the first welding course in the Basic Welding Certificate program.

Where: Classroom #133 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve consistency in the practice of weld safety in the welding lab.
**Student Success Improvement Goal:**
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve consistency in the practice of weld safety in the welding lab.

**Student Group to be Assessed:**
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2016-2017 academic year.

**Actual Results of Assessment (Percentage):**
78.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Students averaged 78% on the NCCER quiz for this item.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students are doing a good job practicing safety in the weld lab and demonstrating that they have knowledge of safety protocols.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Continued attention to safety in the lab and the teaching of safety protocols will continue to yield satisfactory results.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jimmie Johnson

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

STRIKE AN ARC AND MAKE STRINGER, WEAVE, AND OVERLAPPING BEADS AND MAKE FILLET WELDS IN VARIOUS POSITIONS WITH SMAW PROCESS.

Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will learn how to strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW process.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Basic

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
Students achieved a total success rate of 91% for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Strike an Arc and Make Stringer, Weave, and Overlapping Beads and Fillets Welds in Various Positions with SMAW process.

Embedded Outcome Number:

B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students can strike an arc and make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes.

How: Students will take a NCCER quiz on SMAW beads and fillets. They will also make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes to be evaluated according to NCCER standards.

Who: Basic Welding Certificate Students

When: Basic Welding Certificate Program

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve proficiency in the practice of SMAW welding using fillet welds in multiply positions.

Student Success Improvement Goal:

Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency using E7018 electrodes in the 2F, 3F and 4F positions.
Student Group to be Assessed:
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2016-2017 academic year.

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students achieved a total success rate of 91% for this item.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students as a group have demonstrated a good level of proficiency in accomplishing the essential foundational skills needed to be a professional welder.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Utilizing a performance check list has enable students to set goals and assess their own progress toward achieving those goals.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
MAKE GROOVE WELDS IN VARIOUS POSITIONS USING SMAW PROCESS

Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will learn to make groove welds in various positions using SMAW process.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Basic

Cumulative Assessment Results (Numeric):
79.00

Cumulative Assessment Results (Text):
Students have attained a better than expected result with respect to proficiency in this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------
RELATED ITEM LEVEL 1
Make Groove Welds in Various Positions with E6010 and E7018 Electrodes
Embedded Outcome Number:
C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can make groove welds in the 1G, 2G, 3G, and 4G positions with E6010 and E7018 electrodes.
How: Students will take a NCCER quiz on SMAW groove welds with backing. They will also make groove welds in the 1G, 2G, 3G, and 4G positions to be evaluated according to the NCCER standards.
Who: Basic Welding Certificate Students
When: In the second welding course in the Basic Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 25% of students are expected to achieve the ability to use E7018 and E6010 electrodes in the 1G, 2G, 3G, and 4G positions.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2016-2017 academic year.

Actual Results of Assessment (Percentage):
79.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students have attained a 79% proficiency rate for this item.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Using a check off sheet and demonstrating the value/need to perform groove welds as a means to
being hired has resulted in a higher proficiency rate than anticipated.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Check off sheets are a useful tool for students to set standard and goals for themselves and is a
way to objectively measure their performance.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Welding Fundamentals
IDENTIFY, INTERPRET, AND DRAW
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
78.00

Cumulative Assessment Results (Text):
Students have demonstrated proficiency by attaining an overall average score of 78% on the NCCER quiz for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Identify, Interpret, and Draw Welding Symbols
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.
How: Students will take a NCCER quiz on welding symbols.
When: The first welding course in the Fundamental Welding Certificate program.
Where: Classroom #133 in the T Building.
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students and intermediate certificate welding students at the end of Spring semester 2017.

Actual Results of Assessment (Percentage):
78.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students have received an overall average of 78% on the NCCER quiz for this item.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
if students apply themselves and accomplish the homework assignments for this class they tend to be successful.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Student success is directly linked to their diligence in completing the homework assignments required for this class.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DESCRIBE WELDING DETAIL DRAWINGS AND THEIR COMPONENTS
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students should be able to describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
71.00

Cumulative Assessment Results (Text):
Students are successfully attaining the 70% average score expected of them on the NCCER quiz for this item.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Describe Welding Detail Drawings
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.
How: Students will take a NCCER quiz on detail drawings and their respective elements.
When: The first welding course in the Fundamental Welding Certificate Program.
Where: Classroom #133 the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

**Student Group to be Assessed:**

**Actual Results of Assessment (Percentage):**
71.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Students have attained a 71% overall average score on the NCCER quiz for this item.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
If students complete the homework assignments for this class they tend to be successful.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Continuing to utilize homework assignments and encouraging students to complete those will be the means for continued success in this class.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jimmie Johnson

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Summative Assessment of All 3 QEP SLOs in Capstone Course
Was the QEP Rubric used to assess this activity?:
Yes

GENERAL SAFETY
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students should be able to apply general safety considerations that apply to welding and metal cutting. They should also be able to describe the steps that must be taken to avoid job-related deaths and injuries while establishing and maintaining a safe work environment.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
78.00

Cumulative Assessment Results (Text):
Students have attained an overall average of 78% for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------
RELATED ITEM LEVEL 1
Principles and Practices of Welding Safety
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can apply the principles and practices of welding safety.
How: Students will take a NCCER quiz on welding safety and their safety practices will be observed in the welding lab.
When: In the second welding course in the Fundamental Welding Certificate program.
Where: Classroom #133 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve consistency in the practice of weld safety in the welding lab.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2017.

Actual Results of Assessment (Percentage):
78.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students have achieved a 78% overall average on the NCCER quiz for this item and 100% success in the welding lab.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students are being successful in the attainment and practice of welding safety in the classroom and the welding lab.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Continuation of the present format for teaching and applying welding safety will produce success in the future.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

STRIKE AN ARC AND MAKE STRINGER, WEAVE, AND OVERLAPPING BEADS AND MAKE FILLET WELDS IN VARIOUS POSITIONS WITH SMAW.
Number:
D

FY Start:
7/1/2016
Description - What will the student know or be able to do upon completion of the program?:
Students should be able to strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
Students achieved a 91% proficiency rate for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)______________________________________________________________
  RELATED ITEM LEVEL 1
    Strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW.
    Embedded Outcome Number:
    D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can strike an arc and make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes.
How: Students will take a NCCER quiz on SMAW beads and fillets. They will also make
stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes to be evaluated according to NCCER standards.
Who: Fundamental Welding Certificate Students
When: Fundamental Welding Certificate Program

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve proficiency in the practice of SMAW welding using fillet welds in multiply positions.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency using E7018 electrodes in the 2F, 3F and 4F positions.

Student Group to be Assessed:
Students Included: All students who were in enrolled in the Fundamental Welding Certificate during the 2016-2017 academic year.

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students achieved a 91% rate of proficiency for this item.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Check off sheets are a useful tool for assessing and motivating students toward proficiency for this item.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students value and are benefitted from check lists that give them the ability to set goals and measure their own progress.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Jimmie Johnson

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**MAKE GROOVE WELDS**

**Number:**
E

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Students will make groove welds with backing in the 1G, 2G, 3G, and 4G positions using E6010 and E7018 electrodes

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):
79.00

Cumulative Assessment Results (Text):
Students as a group scored 79% success rate for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Make Groove Welds
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can make groove welds in the 1G, 2G, 3G, and 4G positions with E6010 and E7018 electrodes.
How: Students will take a NCCER quiz on SMAW groove welds with backing. They will also make groove welds in the 1G, 2G, 3G, and 4G positions to be evaluated according to the NCCER standards.
When: In the third welding course in the Fundamental Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 25% of students are expected to achieve the ability to use E6010 and E7018 electrodes in the 1G, 2G, 3G, and 4G positions.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2017.

Actual Results of Assessment (Percentage):
79.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students received an overall success rate of 79% for this item.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The work that students accomplished when welding all position fillet welds have translated well in performing groove welds.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Fillet welds provide a strong foundation upon which to build proficiency that can be applied to welding groove welds.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Welding Intermediate
IDENTIFY, INTERPRET, AND DRAW
Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):
71.00

Cumulative Assessment Results (Text):
Students achieved a 78% overall for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1


Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.
How: Students will take a NCCER quiz on welding symbols.
Who: Intermediate Welding Certificate Students
When: The first lesson in the first welding course in the Intermediate Welding Certificate program.
Where: Classroom #133 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.
Student Group to be Assessed:
Students Included: All students enrolled in the Intermediate Welding Certificate at the end of Spring semester 2017.

Actual Results of Assessment (Percentage):
78.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students received a 78% overall score for this item.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Take home assignments, when completed as required, are helpful toward student success.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students who do not complete take home assignment tend to do poorly in this class.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?: 
DESCRIBE WELDING DETAIL DRAWINGS AND THEIR COMPONENTS

Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students should be able to describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):
71.00

Cumulative Assessment Results (Text):
Students received a 72% overall success rate for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Describe Welding Detail Drawings and Their Components
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.
How: Students will take a NCCER quiz on detail drawings and their respective elements.
Who: Intermediate Welding Certificate Students
Where: Classroom #133 the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring semester 2017.

Actual Results of Assessment (Percentage):
71.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students received an overall success rate of 71% for this item.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Home work assignments are vital toward student success for this item.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students who don't do the homework assignments tend to do poorly.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

THE POWER SOURCES AND EQUIPMENT UTILIZED IN THE GMAW AND FCAW PROCESSES
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017
Description - What will the student know or be able to do upon completion of the program?:
Students should use power sources and equipment utilized in the GMAW and FCAW processes and be able to set up the equipment with the appropriate shielding gases and filler metals.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):
Students received an overall success rate of 80% for this item.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Use Power Sources and Equipment Utilized in the GMAW and FCAW Processes
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can use power sources and equipment utilized in the GMAW and FCAW processes and be able to set up the equipment with the appropriate shielding gases and filler metals.
How: Students will take a NCCER quiz on GMAW and FCAW equipment and set up.
Who: Intermediate Welding Certificate Students
When: The first lesson in the second welding course in the Intermediate Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should demonstrate the ability to set up GMAW and FCAW equipment properly.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency in the ability to set up GMAW and FCAW equipment properly.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring semester 2017.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
hands on instruction with the equipment, its use and setup fits the hands on learning type of student
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students who are hands on learners do well in this type of learning item.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

MAKE FILLET AND/OR V-GROOVE WELDS ON CARBON STEEL PLATE
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Students will learn how to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):
91.00
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
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</thead>
<tbody>
<tr>
<td>Make Fillet and V-Groove Welds on Carbon Steel Plate Using GMAW and/or FCAW Processes in all Positions</td>
<td></td>
</tr>
<tr>
<td>Embedded Outcome Number: D-1</td>
<td></td>
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</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can make fillet and V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

How: Students will take a NCCER quiz on the principles and practices of making fillet and V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions and demonstrate their ability to perform these activities through performance testing.

Who: Intermediate Welding Certificate Students

When: The second lesson in the second welding course in the Intermediate Welding Certificate Program.

Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and demonstrate the ability to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve the ability to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring semester 2017.

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students achieved an overall success rate of 91%

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students do well with tasks that are hands on and this category demonstrates this.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Welding program students tend to be hands on learners and do well when performing hands on tasks.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:
Jimmie Johnson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Nursing and Health Sciences
Associate Degree, Nursing
FUNCTION AS PART OF THE INTERDISCIPLINARY HEALTH CARE TEAM IN SELECTED HEALTH CARE SETTINGS WITH INDIVIDUALS, FAMILIES AND COMMUNITIES ACROSS THE LIFE SPAN.
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Function as part of the interdisciplinary health care team in selected health care settings with individuals, families, and communities across the life span.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of graduates and employer/managers indicated that graduates demonstrated that they could function as part of the interdisciplinary health care team.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Provide Assigned Care to Patients and Families.
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN participates as team member, providing assigned care to patients and families.

How: ADN Graduate Survey

Who: Associate Degree Nursing Graduate

When: Six months to one year following graduation.

Where: All clinical settings in which graduates are employed.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Maintain 100% success.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Of the graduating class of 2107, 21 students submitted responses to the graduate survey which sent out in May 2018. This was a 52.5% response rate. 100% of students agree that they were able to collaborate effectively with peers and interprofessional staff while providing patient care.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students felt comfortable with team collaboration. However, a few commented that they wished that they had had more opportunities to speak with physicians during their clinical education.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Look into providing opportunities for more interprofessional collaboration during simulation experiences.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide Assigned Care to Patients and Families.
Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN participate as team member, providing assigned care to patients and families.
How: Employer Survey: Graduate Outcomes
Who: Associate Degree Nursing Graduates
When: Six months to one year following graduation.
Where: All clinical settings in which graduates are employed.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 75% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:
Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the 26 employers that responded to survey indicated that the graduates were functioning at or above expected level in relation to collaborating effectively as a team member.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No concerns were apparent from the data collected.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Continue to incorporate concepts related to collaboration and working as a team member throughout the curriculum and provide opportunities for practice.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ADHERE TO THE STANDARDS OF PROFESSIONAL NURSING PRACTICE WITHIN THE LEGAL, ETHICAL, AND REGULATORY FRAMEWORKS.
Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Adhere to the standards of professional nursing practice with the legal, ethical, and regulatory frameworks.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
78.300000000000000000

Cumulative Assessment Results (Text):
78.3% of graduates and employer/managers indicated that the graduate achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------
RELATED ITEM LEVEL 1
Agency Policies and Procedures
Embedded Outcome Number:
B-1.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN practice nursing in the role of a graduate nurse within agency policies and procedures, and scope of practice as mandated by nurses associations, and state laws which govern the practice of nursing.

How: ADN Graduate Outcomes Surveys will indicate that graduates practice indicates compliance with these standards.

Who: Graduates.

When: Six months to one year following graduation

Where: All clinical settings where graduates are employed.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Success Level: No breach of policies, scope of practice standards, or laws which govern the practice of nursing.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Of the graduating class of 2107, 21 students submitted responses to the graduate survey which sent out in May 2018. This was a 52.5% response rate. 100% of responses indicate that the students felt that they were practicing within nursing legal, ethical and regulatory frameworks.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of graduates believed that they were practicing in an accountable manner, within the ethical, legal and regulatory frameworks of nursing.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will continue to emphasize legal and ethical practice throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Agency Policies and Procedures
Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN practice nursing in the role of a graduate nurse within agency policies and procedures, and scope of practice as mandated by nurses associations, and state laws which govern the practice of nursing.
How: ADN Employer Outcomes Surveys indicate no breach in these identified frameworks.
Who: Graduates.
When: Six months to one year following graduation
Where: All clinical settings where graduates are employed

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:
Success Level: No breach of policies, scope of practice standards, or laws which govern the practice of nursing.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

40 employer surveys were sent out in May 2018. 26 employers responded. A few of the respondents evaluated more than one student. 100% of employers agreed that the students that the students were functioning at expected or above expected levels in meeting this goal.
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No problems identified from employers in graduates in meeting the expectation of practicing within the legal and ethical frameworks of nursing and in being accountable and competent.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will continue to emphasize ethical and legal principles throughout the curriculum and the expectation that students are accountable for their actions.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Agency Policies and Procedures
Embedded Outcome Number:
B-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN practice nursing in the role of a graduate nurse within agency policies and procedures, and scope of practice as mandated by nurses associations, and state laws which govern the practice of nursing.
How: ATI Assessments
Who: Graduates.
When: Six months to one year following graduation
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 100.00

Minimum Expected Outcome for Level of Achievement (Text): 100% if Senior ADN Students will score a minimum of Level II on the final ATI Assessments(s).

Student Success Improvement Goal:

Student Group to be Assessed: ADN seniors prior to graduation.

Actual Results of Assessment (Percentage): 35.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 35% of graduating seniors made a Level II on the Leadership ATI test given in the last semester. 65% of students were below this benchmark.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?: Upon further investigation of the students' low scores, it was discovered that the students did no preparation for the Leadership exam. This preparation should have included taking two practice tests and remediating areas that were missed prior to taking the exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Students will be required to prepare and provide proof of remediation before being permitted to take this exam. These requirements will be included in the course syllabus.
PROVIDE EVIDENCE-BASED, CLINICALLY COMPETENT, CONTEMPORARY CARE UTILIZING CRITICAL THINKING AND DECISION MAKING WITHIN THE FRAMEWORK OF THE NURSING PROCESS.

Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Provide evidence-based, clinically competent, contemporary care utilizing critical thinking and decision making within the framework of the nursing process.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric): 95.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:.
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Critical Thinking and Evidence Based Care When Implementing the Nursing Process
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide patient care utilizing critical thinking and evidence based care when implementing the nursing process.
How: NCLEX-RN
When: Within 3 months to one year of graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Graduates will score at or above state and national pass rate on the NCLEX-RN examination

Student Success Improvement Goal:
Success Level: Scores on NCLEX-RN at or above state and national pass rates.
75% of graduates will receive scores of functioning at or above expected levels of practice.
Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of students passed the NCLEX-RN on their first attempt.

Employer surveys: 26 out of 40 employers responded to survey sent out in May 2018.

100% responded that the graduate was functioning at or above expected level in their ability to manage safe, quality, patient-centered and evidenced-based care.

96% responded that the graduate was functioning at or above expected level in demonstrating critical thinking when providing care.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The graduates are scoring well-above the national average in regards to first-time NCLEX-RN pass rates.

Employers comment on the graduates' ability to provide quality care and critically think.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will continue to monitor.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROVIDE HOLISTIC NURSING CARE TO PROMOTE, PROTECT, AND IMPROVE HEALTH.
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Provide holistic nursing care to promote, protect, and improve health.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
The SLO was changed in Fall 2017. The student surveys were developed to measure the current objectives. No survey data is available.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation.
Embedded Outcome Number:
D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN Graduates will provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation.

How: ADN Graduate Outcomes Surveys

When: Six months to a year following graduation..

Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of ADN students responding to the Graduate Outcomes Survey will indicate that this outcome was accomplished.
Student Success Improvement Goal:
Success Level: 100% of Graduate Outcomes Surveys will indicate that graduates provide care as outlined.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
None of the survey data are applicable to this outcome.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The student learning objectives were changed in Fall 2017. The student surveys were developed to measure the current objectives. No survey data is available for this objective.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This objective will need to be updated or deleted.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation.
Embedded Outcome Number:
D-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide nursing care in a caring manner utilizing the concepts of holistic care, and health promotion and rehabilitation.
How: ADN Employer Outcomes Surveys
When: Six months to a year following graduation..
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 95% of Employers will indicate that graduates provide care as identified.

Student Success Improvement Goal:
Success Level: 95% of Employers will indicate that graduates provide care as identified.

Student Group to be Assessed:
Graduates

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
No data available to assess this SLO.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
ADN SLO's were updated in Fall 2017. The surveys were changed to be in line with the current SLO's. No data is available to evaluate this SLO.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This objective will need to be changed to be consistent with current SLO's.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROVIDE CULTURALLY COMPETENT CARE TO A DIVERSE SOCIETY.
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Provide culturally competent care to a diverse society.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of graduates and employer/managers indicated that the graduate achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Provide culturally competent care to their assigned clinical patient/s
Embedded Outcome Number:
E-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Graduates will provide culturally competent care in all clinical settings.
How: ADN Graduate Outcomes Survey
When: Six months to one year following graduation.
Where: Every clinical agency employing graduates.
**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

**Student Success Improvement Goal:**
Success Level: Satisfactory achievement on all identified parameters regarding cultural competency.

**Student Group to be Assessed:**
Students Included: All ADN students.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Of the graduating class of 2107, 21 students submitted responses to the graduate survey which sent out in May 2018. This was a 52.5% response rate. 100% of students who responded to survey agreed that they were able to provide quality and patient-centered to diverse populations.

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**
No issues identified from survey data.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Continue to emphasize culturally competent nursing care concepts throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide culturally competent care to their assigned clinical patient/s
Embedded Outcome Number:
E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide culturally competent care in all clinical settings.
How: ADN Employer Outcomes Survey
When: Six months to one year following graduation.
Where: Every clinical agency employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of employers will document that graduates have accomplished this outcome.

**Student Success Improvement Goal:**
Success Level: Satisfactory achievement on all identified parameters regarding cultural competency.

**Student Group to be Assessed:**
Students Included: Graduates

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of employers who returned surveys agreed that the graduate functioning at or above expected levels in their ability to provide competent care to diverse populations.

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**
No areas of concern were identified by employers with this objective.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Will continue to incorporate concepts throughout related to providing culturally competent care.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed
Utilize basic management and leadership skills to provide continuity of care to facilitate positive outcomes and meet patient needs.

Number: F

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Utilize basic management and leadership skills to provide continuity of care to facilitate positive outcomes and meet patient needs.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
82.5000000000000000000

Cumulative Assessment Results (Text):
82.5% of graduates and employer/managers indicated that graduates achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1

Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will implement knowledge of leadership and management.
How: ADN Graduate Outcomes Survey
When: Six months to one year following graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:
Students Included: Graduates
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Of the graduating class of 2107, 21 students submitted responses to the graduate survey which sent out in May 2018. This was a 52.5% response rate. Those respondents agreed they had met the outcome of being able to manage nursing care for groups of patients.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the respondents agreed they had met the outcome of being able to manage nursing care for groups of patients. No specific concerns apparent from data.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Continue to incorporate leadership and management concepts throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will implement knowledge of leadership and management.
How: ADN Employer Outcomes Survey
When: Six months to one year following graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of employers will indicate accomplishment of this outcome

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of employers agreed that students were able to function at or above expected levels in relation to nursing management of groups of patients.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No specific concerns were apparent from the data gathered.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Continue to incorporate management concepts throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will implement knowledge of leadership and management.
How: NCLEX-RN Pass rates
When: Six months to one year following graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: NCLEX-RN Pass rates will be at or above state and national levels. NCSBN report will indicate positive results in this component.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of student were successful in their first attempt when taking the NCLEX-RN. This is well above the national average.
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No concerns are apparent from the data.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will continue to incorporate management and leadership concepts throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Knowledge of leadership and management during clinical experiences.
Embedded Outcome Number:
F-1.d

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN Graduates will implement knowledge of leadership and management.
How: ATI Assessments
When: Six months to one year following graduation.
Where: All clinical agencies employing graduates.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 100.00

Minimum Expected Outcome for Level of Achievement (Text): 100% of ADN Senior students will score a minimum of Level II on ATI final Assessment(s).

Student Success Improvement Goal:

Student Group to be Assessed: ADN Graduates

Actual Results of Assessment (Percentage): 35.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Upon further investigation of the students' low scores, it was discovered that the students did no preparation for the Leadership exam. This preparation should have included taking two practice tests and remediating areas that were missed prior to taking the exam.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
See comments in B-1.c

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Upon further investigation of the students' low scores, it was discovered that the students did no preparation for the Leadership exam. This preparation should have included taking two practice tests and remediating areas that were missed prior to taking the exam.

Re-evaluation Date:

Changes made to process/modifications:
Students will be required to prepare and provide proof of remediation before being permitted to take this exam. These requirements will be included in the course syllabus.
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

UTILIZE VARIOUS METHODS OF COMMUNICATION TO EFFECTIVELY INTERACT WITHIN THE HEALTH CARE SYSTEM.

Number:
G

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Utilize various methods of communication to effectively interact within the health care system.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
ADN SLOs were revised in Fall 2017. Surveys were developed based on the current SLOs. The data gathered from the graduates cannot be applied to the evaluation of this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

Various methods of communication will be utilized by the student when providing care in various health care settings.

Embedded Outcome Number:

G-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Various methods of communication will be utilized by the graduate when providing care in various health care settings.

How: ADN Graduate Outcomes Surveys

Who: Graduates

When: Six months to one year following graduation

Where: All clinical agencies employing graduates.

**Type of Assessment:**

Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

100.00

**Minimum Expected Outcome for Level of Achievement (Text):**

Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

**Student Success Improvement Goal:**
Success Level: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
ADN SLO's were revised in Fall 2017. Surveys were developed based on the current SLO's. The data gathered from the graduates cannot be applied to the evaluation of this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Revise this objective to be consistent with current SLO's.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Various methods of communication will be utilized by the student when providing care in various health care settings.
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Various methods of communication will be utilized by the graduate when providing care in various health care settings.
How: ADN Employer Outcomes Surveys
Who: Graduates
When: Six months to one year following graduation
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 70% of Employers will indicate achievement of this outcome.

Student Success Improvement Goal:
Success Level: 75% of Employer responses will indicate that the graduate will function at or above expected levels.

Student Group to be Assessed:
Students Included: Graduates

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
ADN SLO's were revised in Fall 2017. Surveys were developed based on the current SLO's. The data gathered from the employers cannot be applied to the evaluation of this objective.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

G-1.b
This objective will need to be revised to measure current SLO's.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
ADN SLO's were revised in Fall 2017. Surveys were developed based on the current SLO's. The data gathered from the graduates cannot be applied to the evaluation of this objective. No data to evaluate at this time.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE CARING BEHAVIORS IN A PERSON-CENTERED MANNER.
Number:
H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate caring behaviors in a person-centered manner.

Progress:
Completed

Responsible Roles:

Program:
Cumulative Assessment Results (Numeric): 100.00

Cumulative Assessment Results (Text): 100% of graduates and employer/managers indicated achievement or high achievement of this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------ RELATED ITEM LEVEL 1
Provide patient care in a caring, patient-centered manner for each assigned patient
Embedded Outcome Number:
H-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The student will provide patient care in a caring, patient-centered manner for each assigned patient.
How: ADN Graduate Outcomes Survey

Who: Graduates.
When: Six months to one year following graduation
Where: All clinical agencies employing graduates.

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 100.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Success Level: 100% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
21 out 40 students responded to the graduate survey (52.5%). 100% of respondents agreed that they were delivering caring and patient-centered care.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Based on the data provided by the graduates, they felt that the nursing program provided them with adequate skills and experience to practice as new nurses.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Continue to reinforce skills and offer clinical practice opportunities in hospital settings and simulation experiences.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Provide patient care in a caring, patient-centered manner for each assigned patient

Embedded Outcome Number:
H-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: The student will provide patient care in a caring, patient-centered manner for each assigned patient.
How: ADN Employer Outcomes Survey
Who: Graduates.
When: Six months to one year following graduation
Where: All clinical agencies employing graduates.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 75% of Employers will indicate compliance of this outcome.
Student Success Improvement Goal:
Success Level: 75% of employers will respond that graduates function at or above expectations for this outcome.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
40 employer surveys were sent out. 26 out 40 or 65% of surveys were completed and returned. 100% of employers agree that the graduates were functioning at or above expected level related to delivering patient-centered care to individual or groups of patient.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Employers commented in the surveys that the students were motivated to provide quality care, were clinically stronger than other beginning nurses, and were well-prepared.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will continue to provide and expand clinical opportunities for ADN students in the community and in simulation.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROVIDE HEALTH EDUCATION TO PROMOTE AND FACILITATE INFORMED DECISION-MAKING, ACHIEVE POSITIVE OUTCOMES, AND SUPPORT SELF-CARE ACTIVITIES.

Number:
1

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Provide health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
95.00

Cumulative Assessment Results (Text):
95% of graduates indicated that they achieved or highly achieved this outcome. Employer/manager survey results indicated that graduates achieved or highly achieved this outcome.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Provide health education to assigned patients to facilitate informed
decision-making in assisting the patient in achieving positive outcomes and
making healthy decisions about self-care.

Embedded Outcome Number:
I-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What: Graduates will provide health education to assigned patients to facilitate informed
decision-making in assisting the patient in achieving positive outcomes and making healthy
decisions about self-care.
How: ADN Graduate Outcomes Survey
Who: Graduates.
When: Within six months to one year following graduation.
Where: Employing clinical agencies.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students responding to the ADN Graduate Outcomes Survey
will indicate that this outcome was accomplished.

Student Success Improvement Goal:
Success Level: Identified criteria achieved.
Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The ADN SLO's were changed in Fall 2017. The graduate survey was developed from the new SLO's. This objective cannot be evaluated because this data was not collected from this student cohort.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No data available to evaluate this outcome.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Will need to revise objectives to gather data consistent with the current SLO's.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.
Embedded Outcome Number:
**Assessment Task Description** - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Graduates will provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.

How: ADN Employer Outcomes Survey

Who: Graduates.

When: Within six months to one year following graduation.

Where: Employing clinical agencies.

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**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 70% of employers indicate that graduates function at or above expectations.

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**Student Success Improvement Goal:**
Success Level: Identified criteria achieved.

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**Student Group to be Assessed:**
Students Included: Graduates.

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**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
The ADN SLO's were changed in Fall 2017. The employer survey was developed from the new SLO's. This objective cannot be evaluated because this data was not collected in this survey.
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The ADN SLO's were changed in Fall 2017. The employer survey was developed from the new SLO's. This objective cannot be evaluated because this data was not collected from survey.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This objective will need to be revised to be consistent with the current SLO's.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.
Embedded Outcome Number:
I-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Graduates will provide health education to assigned patients to facilitate informed decision-making in assisting the patient in achieving positive outcomes and making healthy decisions about self-care.
How: NCLEX-RN Results
Who: Graduates.
When: Within six months to one year following graduation.
Where: Employing clinical agencies.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Graduates will score at or above state and national pass rates.

Student Success Improvement Goal:
Success Level: Identified criteria achieved.
Scores on NCLEX-RN at or above state and national pass rates.
75% of graduates will receive scores of functioning at or above expected levels of practice.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
38 out of 40 students (95%) in the Class of 2017 passed the NCLEX-RN on their first attempt. This is well-above the national average.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The student cohort met this objective based on the NCLEX-RN pass rate.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Revise this objective to be consistent with and to measure current SLO's.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE CHARACTERISTICS OF SELF-DIRECTION AND ACCOUNTABILITY, WHICH CONTRIBUTE TO LIFE-LONG LEARNING, BOTH PERSONALLY AND WITHIN THE PROFESSION OF NURSING.

Number:

J

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate characteristics of self-direction and accountability, which contribute to life-long learning, both personally and within the professional of nursing.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.00
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.

Embedded Outcome Number:
J-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Each student will demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.
How: ADN Graduate Outcomes Survey
Who: Graduates.
When: Six months to one year following graduation.
Where: All employing agencies.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
35.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 35% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.
Student Success Improvement Goal:

Success Level: 35% of students responding to the ADN Graduate Outcomes Survey will indicate that this outcome was accomplished.

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The current SLO's were changed in Fall of 2017 to measure learning outcomes at the time of graduation. The graduate survey were developed to measure the current SLO's. No data was gathered regarding the numbers of graduates who were enrolled in a BSN program.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The current SLO's were changed in Fall of 2017 to measure learning outcomes at the time of graduation. The graduate survey were developed to measure the current SLO's. No data was gathered regarding the numbers of graduates who were enrolled in a BSN program.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This objective needs to be deleted. Our accrediting body does not require us to gather this information on our graduates.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.
Embedded Outcome Number:
J-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Each student will demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.
How: ADN Employer Outcomes Survey
Who: Graduates.
When: Six months to one year following graduation.
Where: All employing agencies.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 75% positive employer responses.

Student Success Improvement Goal:

Student Group to be Assessed:
Students Included: Graduates.

Actual Results of Assessment (Percentage):
**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**

100% of employers who responded to the employer survey agreed that the graduates were performing at or above expected levels as competent and accountable nurses. However, no data was gathered regarding life-long learning.

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?**

100% of employers who responded to the employer survey agreed that the graduates were performing at or above expected levels as competent and accountable nurses. However, no data was gathered regarding life-long learning.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**

This objective needs to be revised to effectively measure the current SLO's. The ADN accrediting agency does not require the program to gather data about BSN enrollment of graduates.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**

Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**RELATED ITEM LEVEL 1**

**Demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.**

**Embedded Outcome Number:**

J-1.c
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Each student will demonstrate characteristics of self-direction and accountability and display evidence of life-long learning.
How: ADN Graduates to enroll in BSN program
Who: Graduates.
When: Six months to one year following graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
35.00

Minimum Expected Outcome for Level of Achievement (Text):
Success Level: 35% of ADN Graduates are enrolled in BSN programs.

Student Success Improvement Goal:

Student Group to be Assessed:
ADN Graduates

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The current program SLO's were changed in Fall 2017 to measure student abilities at the end of their program as required by ACEN. ACEN does not require the program to gather or report BSN enrollment statistics.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The current program SLO's were changed in Fall 2017 to measure student abilities at the end of their program as required by ACEN. ACEN does not require the program to gather or report BSN enrollment statistics.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: This objective needs to be deleted.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Physical Therapist Assistant

PHYSICAL THERAPY INTERVENTIONS

Number: A

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Demonstrate competence in the delivery of physical therapy interventions under the direction and supervision of a PT.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Physical Therapist Assistant

Cumulative Assessment Results (Numeric): 100.00
Cumulative Assessment Results (Text):
100% of students reached established goal this year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------

RELATED ITEM LEVEL 1

Students will demonstrate knowledge of proper procedures for data collection.
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate knowledge of proper procedures for data collection.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will score a minimum of 80% on the data collection competency check-offs.

Student Success Improvement Goal:
100% of students will score at least 82% on the competency check-offs.

Student Group to be Assessed:
Students enrolled in PTH 102.
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored at least 82% on the competency check-offs.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students performed well on comp-checks this year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, the faculty feel that a more effective assessment of student learning would be to use the lab practical (with an accompanying rubric for grading) as the measured assessment for PTH 102.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Students will demonstrate knowledge of proper standard precautions and sterile techniques
Embedded Outcome Number:
A-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate knowledge of proper standard precautions and sterile techniques.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% on the sterile technique and hand washing competency sheet for PTH 102.

Student Success Improvement Goal:
100% of students will score at least 82% on the competency check off sheet for sterile technique and hand washing in PTH 102.

Student Group to be Assessed:
Students enrolled in PTH 102.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored at least 82% on the competency check off sheet for sterile technique and hand washing in PTH 102.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students performed well on the competency check off sheet for sterile technique and hand washing in PTH 102.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Moving forward, faculty will need to access the carryover of the skill into the clinical situation, simulated during lab practicals to have a more effective measure of skill attainment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Students will demonstrate safe practice during patient care by proper use of safety equipment.
Embedded Outcome Number: A-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate safe practice during patient care by proper use of safety equipment.

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% of safe patient care skills.

Student Success Improvement Goal:
100% of students will score at least 82% on the patient safety sections of the midterm and final lab practicals in PTH 202 and PTH 242.

**Student Group to be Assessed:**
Students enrolled in PTH 202 and PTH 242.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored at least 82% on the patient safety sections of the midterm and final lab practicals in PTH 202 and PTH 242.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All students performed well on the safety component this year.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Next year, we will add new equipment, including a laser machine and a diathermy, to help students demonstrate safety skills in PTH 202. In PTH 242, we will add more scenarios involving emergency situations to prepare students for final clinical rotation before graduation.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:

CRITICAL THINKING SKILLS
Number:  
B

FY Start:  
7/1/2016

FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate critical thinking skills in classroom, laboratory, and clinical environments.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Physical Therapist Assistant

Cumulative Assessment Results (Numeric):  
100.00

Cumulative Assessment Results (Text):  
100% of students demonstrated critical thinking skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Students will utilize critical thinking skills to modify physical therapy interventions within the plan of care to maintain safe practice.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will utilize critical thinking skills to modify physical therapy interventions within the plan of care to maintain safe practice.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% on the PTH 244 final lab practical to show the ability to modify interventions within the plan of care to ensure safe and effective treatment.

Student Success Improvement Goal:
100% of students will score at least 82% on the PTH 244 final lab practical to ensure the ability to modify interventions within the plan of care to ensure safe and effective treatment.

Student Group to be Assessed:
Students enrolled in PTH 244.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored at least 82% on the PTH 244 final lab practical to ensure the ability to modify interventions within the plan of care to ensure safe and effective treatment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
All students successfully completed assessments related to the ability to modify interventions within the plan of care to ensure safe and effective treatment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Next year, faculty will add more scenarios to the course to ensure that students are well prepared for safe treatment modification on clinical rotations. We plan to add more scenarios to include pediatrics and middle-aged adults, as the current mix focuses on geriatrics.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Students will recognize physiological and psychological changes in a patient and use critical thinking skills to respond appropriately.**

Embedded Outcome Number:
B-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students will recognize physiological and psychological changes in a patient and use critical thinking skills to respond appropriately.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
0.80000000000000000000
Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% on the final lab practical for PTH 244.

Student Success Improvement Goal:
100% of students will score a minimum of 82% on the final PTH 244 lab practical.

Student Group to be Assessed:
Students enrolled in PTH 244.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored a minimum of 82% on the final PTH 244 lab practical.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students were successful.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Going forward, faculty will add more varied scenarios to the PTH 244 lab practicals to ensure students that students can critically think based on the physiological and psychological condition of a simulated patient.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Students will be able to analyze course content and demonstrate competency on written examinations.
Embedded Outcome Number:
B-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to analyze course content and demonstrate competency on written examinations.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score 80% or higher in PTH 205 and PTH 240.

Student Success Improvement Goal:
100% of students will score 82% or higher in PTH 205 and PTH 240.

Student Group to be Assessed:
Students enrolled in PTH 205 and PTH 240.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 82% or higher in PTH 205 and PTH 240.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Next year, PTH 240 will be divided into two separate courses (206 and 226) to be taught over 2 semesters, which should help with retention.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROFESSIONALISM
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism, ethical, and legal behaviors.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Physical Therapist Assistant
Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students demonstrated skill attainment this year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Practice Standards of legal and ethical conduct as established by the APTA.

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Practice Standards of legal and ethical conduct as established by the APTA.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% in PTH 101.

Student Success Improvement Goal:
100% of students will score at least 82% in PTH 101.
Student Group to be Assessed:
Students enrolled in PTH 101.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored at least 82% in PTH 101.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All students scored at least an 82% in PTH 101.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Moving forward, we will implement a student professional development plan to help measure the growth of student professionalism and soft skills throughout the curriculum. The development plan is graded low at the beginning of the curriculum and higher at the end to show growth in professional skills during the student's time in the program. This is meant to prepare them for work as a healthcare professional and to ensure that soft skills do not hinder students during clinical experiences.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Students will utilize the eight Value-Based Behaviors published by the APTA during patient care activities.

Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will utilize the eight Value-Based Behaviors published by the APTA during patient care activities.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% in PTH 275.

Student Success Improvement Goal:
100% of students will score a minimum of 82% in PTH 275.

Student Group to be Assessed:
Students enrolled in PTH 275.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored a minimum of 80% in PTH 275.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All students were successful this year.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Moving forward, we will implement a student professional development plan to help measure the growth of student professionalism and soft skills throughout the curriculum. The development plan is graded low at the beginning of the curriculum and higher at the end to show growth in professional skills during the student's time in the program. This is meant to prepare them for work as a healthcare professional and to ensure that soft skills do not hinder students during clinical experiences. PTH 275 is the final portion of the student professional development plan.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Associate Degree, Radiologic Technology and Related Certificates
POSSESS PROBLEM SOLVING AND CRITICAL THINKING
Number:
A

FY Start:
7/1/2016

FY End:
Description - What will the student know or be able to do upon completion of the program?:
The student will possess problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)--------------------------------------------------
RELATED ITEM LEVEL 1
Achieve diagnostic radiographs on trauma patients
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will be able to achieve diagnostic radiographs on trauma patients.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):

On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 130 and RAD 136.

Simulated Lab

Psychomotor Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 130
RAD 136

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

Students average score of all evaluations was 94.8.

All students were evaluated on scapula Y, Trans-Thoracic Humerus, X-Table C-Spine & Hip.

Results
RAD 130= 94.84
RAD 136= 94.76

RAD 130: N = 13
RAD 136: N = 26

N = Number of student evaluations

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students retained knowledge from material taught in class and demonstrated in lab.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Results indicate content and skills taught were retained.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
No changes.

We will continue to work with students to promote the retention of knowledge.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:
No

**RELATED ITEM LEVEL 1**

**Achieve diagnostic radiographs on trauma patients.**
**Embedded Outcome Number:**
A-1.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
The student will be able to achieve diagnostic radiographs on trauma patients.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 90

Psychomotor Evaluation Form

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
All RAD students.

**Actual Results of Assessment (Percentage):**
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark met.

All students were evaluated on scapula Y, Axillary Shoulder, X-Table C-Spine & Hip.

There were a total of 27 evaluations completed and students scored an average of 97.74 out of a possible 100.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students maintained proficiency on radiographing trauma patients in the clinical setting consistently.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Working with students in the clinical setting fosters retention of knowledge and promotes continuous program improvement.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No
Demonstrate ability to critique and analyze radiographic images.

**Embedded Outcome Number:**
A-2.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
The student will demonstrate ability to critique and analyze radiographic images.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-100 point scale 100% of the students will have an avg. score ≥ 75 in RAD 165 and an avg. score ≥ 80 in RAD 268.

Film Critique

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

RAD 165
RAD 268
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The benchmark was met.
The average of the Freshman and Senior scores was 84.51.
A total of 44 evaluations were used to determine the average of both classes.
RAD 165: 82.57
RAD 268: 86.45
RAD 165: N = 26
RAD 268: N = 18

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The benchmark was met.

Freshman scores continue to decrease slightly but Seniors continue to rise.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
The Freshman students are in their 2nd semester of the program and so this is the first semester they are exposed to critiquing radiographs. Seniors are in their 5th semester and have critiqued radiographs in clinic and class frequently.

**Re-evaluation Date:**
8/10/2018

**Changes made to process/modifications:**
We will work more with Freshman to improve their scores and continue to work with seniors to maintain their knowledge. The Advisory Committee suggested that we change the semester of evaluation for both Freshman and Seniors. This will be done during the next assessment period.

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**RELATED ITEM LEVEL 1**

**Demonstrate ability to critique and analyze radiographic images.**

**Embedded Outcome Number:**
A-2.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Student will demonstrate ability to critique and analyze radiographic images.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00
Minimum Expected Outcome for Level of Achievement (Text):

On a 0-100 point scale 100% of the students will have an avg. score of ≥ 80 in RAD 165 and an avg. score ≥ 85 in RAD 268.

Continued Proficiency Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 268

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

The benchmark was met.

The average of the Freshman and Senior scores was 92.14.

A total of 42 evaluations were used to determine the average of both classes.

RAD 165: 91.67
RAD 268: 92.62
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Benchmark was met.
Student demonstrated continued proficiency in the evaluation of radiographic images in the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students demonstrated continued proficiency on exams performed in the clinical setting.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
The Advisory Committee suggested that this SLO be evaluated in the 3rd and 6th semesters and that the benchmark be set at 85% for both freshman and seniors. This will be done for 2017-18.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ENTRY LEVEL ACADEMIC & TECHNICAL COMPETENCE
Number:
Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate academic & technical competence as an entry level radiographer

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
83.3000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)__________________________________________________________________________________________

RELATED ITEM LEVEL 1

Produce a diagnostic quality image.
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
Students will be able to produce a diagnostic quality image.
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 165 and an avg. score > 90 in RAD 258.

Psychomotor Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The benchmark was met.
The average of the Freshman and Senior scores was 97.63.
A total of 394 evaluations were used to determine the average of both classes.
RAD 165: 97.06
RAD 258: 98.20
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Benchmark was met.

Students progressing from freshman to senior level continue to retain the knowledge and skills necessary to produce a quality diagnostic image.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students demonstrate skills consistent with retention of knowledge.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
We will continue to monitor results and reevaluate next period.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Produce a diagnostic quality image.

Embedded Outcome Number:
B-1.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Students will be able to produce a diagnostic quality image.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score ≥ 85 in RAD 165 and an avg. score ≥ 90 in RAD 258.

Continued Proficiency Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

The benchmark was met for Freshman students but not Seniors.

The average of the Freshman and Senior scores was 90.

A total of 42 evaluations were used to determine the average of both classes.

RAD 165: 91.67
RAD 258: 88.34

RAD 165: N = 24
RAD 258: N = 18

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Previously students scores have increased from Freshman to Senior level. Faculty are unsure why scores did not increase for this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The faculty are unsure of the reason scores decreased from Freshman to Senior level. One thought is the exams at the senior level are more difficult and while faculty worked with Seniors, scores decreased.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Faculty will work closely with seniors to improve future results.
**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Apply positioning skills in Lab and clinical setting.**

**Embedded Outcome Number:**
B-2.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

Students will apply positioning skills in Lab and clinical setting.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**

On a 0-3 point scale 100% of the students will have an avg score of ≥ 2 in RAD 136 and an avg. score ≥ 2.5 in RAD 230.

Simulated Lab Final

Psychomotor Evaluation Form(Q4)
Student Success Improvement Goal:

Student Group to be Assessed:
RAD 136
RAD 230

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The benchmark was met.
The average of the Freshman and Senior scores was 2.67.
A total of 140 evaluations were used to determine the average of both classes.

RAD 136: 2.53
RAD 230: 2.81
RAD 136:N = 103
RAD 230:N = 37

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The benchmark was met. Results has remained fairly consistent. Students continue to demonstrate positioning skills in the lab.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students continue to retain knowledge from the classroom to laboratory setting.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Faculty will continue to monitor and work with students.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Apply positioning skills in lab and clinical setting.
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Students will apply positioning skills in lab and clinical setting.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an an avg. score > 2.25 in RAD 165 and an avg. 2.5 in RAD 258.

Psychomotor Evaluation Form(Q4)

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

RAD 165

RAD 258

**Actual Results of Assessment (Percentage):**

100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

The benchmark was met.

RAD 165: 2.77

RAD 258: 2.83

RAD 165:N = 251

RAD 268:N = 133

**Results of Assessment Date:**

Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:

The benchmark was met.

Students continue to demonstrate retention of knowledge from the classroom to clinical setting.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students are retaining knowledge from the freshman to senior levels.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Will continue to monitor and may increase benchmarks.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate competence in the clinical and classroom environments.
Embedded Outcome Number:
B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate competence in the clinical and classroom environments.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 165 and an avg. score ≥ 90 in RAD 258.
Continued Proficiency Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

The benchmark was met.
The average of the Freshman and Senior scores was 90.
A total of 42 evaluations were used to determine the average of both classes.

RAD 165: 91.67
RAD 268: 88.34

RAD 165:N = 24
RAD 268:N = 18

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Freshman met the benchmark but seniors did not. Faculty is unsure of the reasons for these results.
Develop Supportable Conclusions - What do you plan to do to improve student learning?

What actions will be taken?:
Faculty is unsure of the reasons for these results. Senior exams are more difficult and this could have some bearing on the results.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:

Faculty will continue to review images in class and clinic.
Also we will search for additional resources to seek improvement.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate competence in the clinical and classroom environments.

Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate competence in the clinical and classroom environments.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):

On a 4 point scale 100% of the students will have an average GPA of $\geq 3.0$.

Student Academic Evaluation

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Benchmark met.

3.41

N = 9

Met: 2013 – 3.29
Met: 2014 – 3.36
Met: 2015 – 3.51
Met: 2016 – 3.49
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Graduates have mastered the knowledge and skills necessary to function as a competent radiographe.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

COMMUNICATE EFFECTIVELY
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
The student will communicate effectively in the classroom and clinical setting.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------RELATED ITEM LEVEL 1
Demonstrate effective oral communication skills
Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg score $\geq 2.25$ in RAD 165 and an avg. score $\geq 2.5$ in RAD 258.

Psychomotor Evaluation Form (Q2, Q3, Q14)
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

RAD 165 = 2.95
RAD 258 = 2.97

RAD 165: N = 753
RAD 258: N = 124

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students maintained their ability to communicate with patients in the clinical setting from freshman to senior year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students have learned how to effectively communicate with patients in the clinical setting.
**Re-evaluation Date:**
8/10/2018

**Changes made to process/modifications:**
Will continue to emphasize the importance of effective communication.

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**
No

**RELATED ITEM LEVEL 1**

**Demonstrate effective oral communication skills**

**Embedded Outcome Number:**
C-1.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students will demonstrate effective oral communication skills with patients.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-3 point scale 100% of the students will have an avg. score $\geq 2.5$ in RAD 165 and an avg. score $\geq 2.7$ in RAD 268.

**Clinical Evaluation Forms:**
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met.

RAD 165 = 2.94
RAD 258 = 2.98
RAD 165: N = 67
RAD 258: N = 63

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students have consistently scored above the benchmarks when being evaluated on communication skills.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The activities associated with oral communication continues to work well with student performance.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Assessments in place will continue to be used.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Demonstrate effective oral communication skills
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills in the classroom.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):
On a 0-50 point scale rubric 100% of the students will have an avg. score $\geq 35\%$.

Paper/Presentation Grading Sheet Rubric

(Presentation of Topic)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 101

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark met.

RAD 101 = 46.38

RAD 101: N = 13

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Benchmark was met.

Students scored 46.38 out of a possible 50 on the presentation required.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?
Students are able to communicate orally when required to present material orally to their peers.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Faculty will continue to stress the importance of communication.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Demonstrate effective written communication skills
Embedded Outcome Number:
C-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-50 point scale rubric 100% of the students will have an average score \( \geq 35\% \).

Paper/Presentation Grading Sheet Rubric

(Educational Value/Organization of Material)

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
RAD 101

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

Benchmark was met.

**RAD 101 = 43.23**

**RAD 101: N = 13**

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Benchmark met.

Students averaged a score of 43.23 out of a possible 50 on the written portion of their paper.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students have the ability to communicate effectively.
Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Additional writing assignments will be made. Also students will be required to submit their papers to Brain Fuse prior to turning them in.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Demonstrate effective written communication skills
Embedded Outcome Number:
C-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. of $\geq 85$ in RAD 158 and an avg. score $\geq 90$ in RAD 268.
Observation Paper Rubric

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

RAD 258
RAD 268

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

Benchmark was met.

 RAD 258 = 93.55
 RAD 268 = 92.33

 RAD 258: N = 9
 RAD 268: N = 9

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Benchmark was met.

Students scored above the benchmarks for their Observation papers.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Students did not spend as much time on their Observation papers in RAD 268 as RAD 258.

This assignments requires the student to reflect on the procedure and interactions with the patient, technologist and radiologist.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Faculty will continue to stress the importance of communication to students.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DEMONSTRATE PROFESSIONALISM
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate professional attitudes, behavior and ethics in the clinical and classroom environment as well as participate in professional development activities
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate professional attitudes, behavior and ethics.
Embedded Outcome Number:
D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg. score ≥ 2.5 in RAD 165 and an avg. score ≥ 2.7 in RAD 258.
Clinical Evaluations
Sr. Form: 5, 7, 8, 9, 11, 12;
Fr. Form: 1, 7, 9, 10, 11, 13

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
RAD 165= 2.99
RAD 258= 2.98

RAD 165: N =71
RAD 258: N = 54
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Benchmark was met.

Students scores indicate demonstration of professional attitudes, behaviors and ethics.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The Advisory Committee agreed that these soft skills should be assessed because they are expected behaviors in their departments.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Demonstrate professional attitudes, behavior and ethics
Embedded Outcome Number:
D-1.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-5 point scale 100% of the students will have an avg. score ≥ 4.

Employer Satisfaction Surveys(Q3)

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
0.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Data unavailable at this time. Surveys were not returned.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Unable to assess.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Unable to access.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Will create surveys in Survey Monkey to see if there is a better return of surveys.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Apply radiation protection practices
Embedded Outcome Number:
D-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will apply radiation protection practices on patients in clinical (Collimation and Shielding factors).

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an average score ≥ 2.25 in RAD 165 and an average score ≥ 2.5 in RAD 258.

Psychomotor Evaluation Form (Q8, Q10)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark met.
RAD 165= 2.87
RAD 258= 2.89

RAD 165: N = 241
RAD 258: N = 124

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:

Benchmark met.

Students demonstrate responsibility and ethical behavior in the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Advisory Committee agree this assessment is important not only for patient safety but for ethical reasons.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Apply radiation protection practices
Embedded Outcome Number:
D-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Summer
Students will apply radiation protection practices on patients in clinical (Collimation and Shielding factors).

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-3 point scale 100% of the students will have an average score of ≥ 2.25 in RAD 165 and an average score ≥ 2.5 in RAD 258.

**Continued Proficiency Evaluation Form (Q8, Q10)**

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
RAD 165
RAD 258

**Actual Results of Assessment (Percentage):**
50.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
RAD 165= 2.56 Met
RAD 258= 2.40 Not Met

RAD 165: N = 23
RAD 258: N = 18
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Freshman students met the benchmark and seniors did not.
Faculty is not sure why this results occurred.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Freshman are following the radiation safety practices required consistently and seniors are not.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Faculty will investigate why seniors are not following radiation safety procedures.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Learn the importance of Professional Development
Embedded Outcome Number:
D-3.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Student will learn the importance of Professional Development for continuous learning

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale rubric 100% of the students will have an average of $\geq 90$.

Professional Development Assignment

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark met.

RAD 175: = 91.41
N = 12
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scores improved from the previous class.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Faculty discussed in detail the requirements of the assignment and what the expectations were.

Students asked a lot of questions for clarification and faculty believe this contributed to the results.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Faculty will have students submit their paper to Brain Fuse prior to turning in for the 2017-18 year.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Learn the importance of Professional Development
Embedded Outcome Number:
D-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Student will learn the importance of Professional Development for continuous learning.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale rubric 100% of the students will have an average score ≥ 85.

Observation Paper

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark met.

RAD 268: = 92.33

N = 9
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Benchmark was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty discussed the grading rubric in detail with students prior to submission. We believe this contributed to the results.

Re-evaluation Date:
8/10/2018

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Associate Degree, Respiratory Care Technology

COGNITIVE SKILLS

Number:
A
FY Start:  
7/1/2016

FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate the cognitive skills needed to function in the profession of Respiratory Care.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Respiratory Care Technology

Cumulative Assessment Results (Numeric):  
92.00

Cumulative Assessment Results (Text):  
92% is the sum for the cognitive metrics for the graduates of 2016.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Credentialing
Embedded Outcome Number:  
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will possess the cognitive skills needed to function in the healthcare environment by passing the national credentialing examination (TMC).
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): 80% of graduates will pass the Therapist Multiple Choice credentialing exam after graduation.

Student Success Improvement Goal:

Student Group to be Assessed: All 2016 graduates

Actual Results of Assessment (Percentage): 83.30000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 5 of 6 (83.3%) graduates passed the Therapist Multiple Choice (TMC) exam.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: 83.3% of the 2016 graduates passed the credentialing exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: The program will investigate different review methods for graduates.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:
Amanda Coffey

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
CoARC Employer Satisfaction Survey
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Employers will rate the cognitive skills of graduates on the Employer Satisfaction (CoARC) Survey.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
The graduate will accomplish this by receiving a score of 3 or greater by the Employer on at least 80% of returned Employer Surveys. Based on Likert scale of 1-5.

Student Success Improvement Goal:

Student Group to be Assessed:
All 2016 Graduates

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Employers rated a 3 or greater for satisfaction of graduates cognitive abilities.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The program will strive to develop graduates with the cognitive skills they need for success in the workplace.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Amanda Coffey

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

TECHNICAL SKILLS
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate the technical skills needed to function in the clinical environment.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Respiratory Care Technology

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of the 2016 graduates successfully completed the required metrics for technical skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Clinical Competencies
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate the technical skills needed to function in the clinical environment by achieving an average score of 80% or greater on clinical competencies in all clinical courses.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):
Students will achieve this by receiving an average score of 80% or greater on clinical competencies.

Student Success Improvement Goal:

Student Group to be Assessed:
2016 graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the graduates for 2016 received an 80% or higher on the clinical competencies for the program.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
All of the graduates for 2016 successfully completed the required clinical competencies with a grade of 80 or higher.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The program will review the list of required clinical skill competencies annually to ensure the program is meeting Accreditation standards and workplace needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Amanda Coffey

Progress:
Completed
Responsible Roles:

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
No

**RELATED ITEM LEVEL 1**
**CoARC Employer Satisfaction Surveys**
**Embedded Outcome Number:**
B-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students will demonstrate sufficient technical skills by receiving satisfactory scores on Employer Surveys.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
At least 80% of Employer surveys will give the students a rating of 3 or greater. Based on the Likert scale of 1-5.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
All 2016 graduates

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of Employers rated a 3 or greater for graduates in technical skills.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Employers were satisfied with the 2016 graduates technical skills in the workplace.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The program will continue to develop lab and clinical competencies to meet the technical skill level needed for the workplace.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Amanda Coffey

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
No

AFFECTIVE BEHAVIOR

Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate professional attitudes, behavior and ethics in the clinical environment.

Progress:
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Respiratory Care Technology

**Cumulative Assessment Results (Numeric):**
100.00

**Cumulative Assessment Results (Text):**
100% cumulative for 2 metrics.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

**RELATED ITEM LEVEL 1**

**Demonstrate professional attitudes, behavior and ethics**

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics in the clinical environment by receiving satisfactory scores on daily clinical evaluations.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will earn a score of 80 or higher on affective behavior on the daily clinical evaluations in last summer semester.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
2016 graduates

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of class of 2016 students obtained an 80 or higher on affective behavior in the clinical setting during RES 274

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The program will monitor affective behavior in the classroom and clinical setting to maintain satisfactory results in the workplace.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Amanda Coffey

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
CoARC Employer Satisfaction Surveys
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate affective behavior by receiving a score of 3 or greater on the returned Employer Survey results.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of returned Employer Surveys will rate graduates with a score of 3 or greater on affective behavior.

Student Success Improvement Goal:

Student Group to be Assessed:
All 2016 graduates.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Employers rated a 3 or higher for graduates' affective behavior in the workplace.

Results of Assessment Date:
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:

Employers were satisfied with the 2016 graduates affective behavior in the workplace.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The program will strive to develop affective behaviors for graduates to succeed in the workplace.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Amanda Coffey

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Computed Tomography
PROBLEM SOLVING AND CRITICAL THINKING
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Possess problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Progress:
Responsible Roles:

Program:
Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
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<tr>
<td>Achieve quality images</td>
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</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?
The student will be able to achieve quality images.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score ≥ 80 (0-100 point scale)

Psychomotor Evaluation

Student Success Improvement Goal:
A minimum of 80% of students will achieve a grade of 80 or better on their Psychomotor evaluations.
Student Group to be Assessed:
RAD 160

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ACADEMIC COMPETENCE
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate academic competence as an entry level Computed Tomography Technologist.

Progress:
Responsible Roles:

Program:
Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Pass ARRT National Certification on the First Attempt
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT National Certification exam will pass on their first attempt.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of students who take the ARRT CT registry will pass on their first attempt.

Registry Pass Rate

Student Success Improvement Goal:
Achieve greater than 75% pass rate.

Student Group to be Assessed:
Graduates

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CLINICAL COMPETENCE
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate Clinical Competence as an entry level Computed Tomography Technologist.
Progress:

Responsible Roles:

Program:
Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform High Quality CT Examinations
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will perform high quality CT examinations on patients according to clinical and ARRT national standards.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve on a (0-100 point scale) an avg. score ≥ 80 in RAD 160

RAD 160 Grade
Student Success Improvement Goal:
Exceed a minimum 80% pass rate in RAD 160.

Student Group to be Assessed:
RAD 160

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Emergency Medical Technician
BASIC EMERGENCY CARE
Number: A

FY Start: 7/1/2016

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Provide basic emergency care required at the scene of a traumatic injury or emergency.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All 14 students participated in the trauma skills exercise, demonstrating an understanding of the requirements of effectively providing emergency care.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :

Offsite Instructional Delivery :
100.00

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:
Students on-campus and students in the St. Matthews course all participated in this exercise. Students were able to benefit from smaller class sizes, getting immediate verbal feedback from instructors.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Trauma Assessment
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Completion of the Trauma Module Skills Exercise

H: Students will participate in the exercise to increase their understanding of trauma assessment

W: All EMT Students

W: Semester 2

W: Laboratory setting

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will participate in the trauma skills exercise.

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All 14 students successfully completed this skills exercise.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:


All 14 registered students demonstrated understanding of trauma assessment. Students were able to participate in real-life scenarios to build personal skills in scene management, patient assessment, and triage.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors are reviewing material delivery methods, in order to identify areas for continuous improvement. Additional assessing methods will be reviewed for integration into the Trauma module.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

BASIC LIFE-SAVING TECHNIQUES
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the skills for basic life-saving techniques and other emergency treatment.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric):
95.00

Cumulative Assessment Results (Text):
Of the registered students, 95% of the students participated and successfully completed the assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :

Offsite Instructional Delivery :
100.00

Traditional/Hybrid Instructional Delivery :
94.00

Analyze the disaggregated data results above:
Offsite students were all successful in this area. The traditional students (15/16) were less successful, but only by one student.

ASSESSMENT(S)-------------------------------------------------------------------
RELATED ITEM LEVEL 1
Medical Patient Assessment
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Completion of the Medical Patient Assessment

H: Students will be assessed based on their response to a simulated medical emergency

W: All EMT Students

W: Semester 1
W: Laboratory setting

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% (20 of 21) of program students successfully scored greater than 75% on the medical patient assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Of the 21 students who attempted the medical patient assessment, 21 were successful.

100% 2013-2014
95% 2014-2015
87% 2015-2016
95% 2016-2017 Current Year
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors worked to improve student success on the medical patient assessment. This academic year, data shows a notable increase in student understanding in this area.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

QUALITY,COMPREHENSIVE CARE
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Work as a member of the emergency response team to provide quality, comprehensive care.

Progress:
Completed
Responsible Roles:

Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric):
92.00

Cumulative Assessment Results (Text):
The cumulative assessment results are 92% success rate, with 12 of 13 students completing field observation in a 911 setting.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:

Offsite Instructional Delivery:
100.00

Traditional/Hybrid Instructional Delivery:
90.00

Analyze the disaggregated data results above:
With 12 of 13 students successfully completing the required observation hours, the one student that was unsuccessful was a traditional, on-campus student.

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Completion of Field Observation Hours
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Completion of the Preceptor Evaluation Form

H: Students will participate in ride-along hours with Orangeburg County EMS

W: All EMT Students registered for EMS 208
W: Semester 2

W: Clinical facilities, and vehicles

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
85.00

**Minimum Expected Outcome for Level of Achievement (Text):**
85% of the students will complete a minimum of 40 ride-along hours.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
All EMT Students

**Actual Results of Assessment (Percentage):**
92.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Of the 13 registered students, 12 successfully completed the field observation experience. This calculates to be a 92% success rate.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Students completed the observation hours, with the exception of one student. As a requirement from the Bureau of EMS, South Carolina Department of Health and Environmental Control, students were able to gain field experience in the 911 environment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Faculty succeeded in successfully preparing the student for the clinical experience. Preceptors found student preparedness and professionalism to be adequate for the workplace. Faculty will continue to make improvements to the process, to ensure positive critiques continue.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Summative Assessment of All 3 QEP SLOs in Capstone Course

**Was the QEP Rubric used to assess this activity?:**
Yes

**Certificate, Magnetic Resonance Imaging (MRI)**

**PROBLEM SOLVING AND CRITICAL THINKING**

**Number:**
A

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate problem solving and critical thinking abilities needed to function in the changing healthcare environment.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Magnetic Resonance Imaging (MRI)

**Cumulative Assessment Results (Numeric):**
Cumulative Assessment Results (Text):
100% of the 2016-2017 MRI students demonstrated their ability to problem solve and critically think by selecting appropriate technical factors and demonstrating the correct position on patients regardless of body habitus, pathology, injury or condition. Psychomotor evaluations assessed the selection of appropriate technical factors yielded an average score of 96 for all evaluations graded during the MRI 162 clinical course. The minimum expected outcome was an 80 for 90% of students. Clinical room evaluations assessed students positioning skills during clinical rotations. The minimum expected outcome was for 90% of students to score an average of 80 or greater. The outcome was exceeded with 100% of students scoring an average score of 95.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
While the goals were met for this outcome, the overall average scores on Psychomotor evaluations and clinical room evaluations were lower than the previous year. Reminding students to document technical factors and positioning techniques in their clinical notebooks will provide a resource to help them improve their skills throughout the program and as an MRI technologist. Students have also been instructed to practice positioning and performing procedures a minimum of two times prior to "checking off" on the exam.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Imaging Parameters
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will select appropriate imaging parameters.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve an avg. score ≥ 80 (0-100 point scale)

Psychomotor Evaluation Form

Student Success Improvement Goal:
Maintain greater than 90% success rate.

Student Group to be Assessed:
MRI 152

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored an average of 96 on the Psychomotor evaluations.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All student scored an average greater than 80% on Psychomotor evaluations.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on data from the average Psychomotor evaluations, students are using their problem solving skills to select appropriate imaging parameters.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?: Yes

RELATED ITEM LEVEL 1

Demonstrate positioning skills
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will demonstrate positioning skills.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of student will score an average ≥ 80 (0-100 point scale)

Clinical Room Evaluation

**Student Success Improvement Goal:**
Maintain greater than 90% success rate.

**Student Group to be Assessed:**
MRI 152

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
All students scored an average score of 95 on clinical room evaluations.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:
100% of students exceeded the minimum expected outcome of an 80 average.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
All students scored above the minimum expected average score of 80 on all Clinical Room evaluations. The average score for all seven students is a 95.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

ENTRY LEVEL CLINICAL COMPETENCES
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate Clinical Competences as an entry level MRI technologist

Progress:
Completed

Responsible Roles:

Program:
Certificate, Magnetic Resonance Imaging (MRI)

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):
80% of students passed MRI 162 clinical course with a 85 average. All students have attempted and passed the ARRT MRI registry on their first attempt.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
100.00
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Students prove their ability to perform as an entry level MRI technologist by scoring above the minimum expected outcome in the MRI 162 clinical course and passing the ARRT MRI post primary registry on the first attempt. One student did not successfully complete the MRI 162 course. The student was allowed to continue in the course for an extra semester in order to improve knowledge and skills, however, the student was unsuccessful in her second attempt at completion of competencies.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1
Perform High Quality MRI Examinations
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to perform high quality MRI examinations on patients according to established standards in the clinical setting.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve on a (0-100 point scale) an avg. score ≥ 85 in MRI 162 Final Course Grade

Student Success Improvement Goal:
Maintain a greater than 85% success rate.
Student Group to be Assessed:
MRI 162

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students scored a final grade average of 85 for the MRI 162 course.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Four of the five MRI students scored an average of 85 or greater in MRI 162 during the spring of 2017. One student of the five scored a 77.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on the data collected, 80% of MRI students were able to perform high quality MRI examinations.

Re-evaluation Date:

Changes made to process/modifications:
The student was allowed to continue her clinical rotation into the summer of 2017 in order to complete the exam requirements for the program. At the end of the summer semester, the student did not complete all necessary requirements. The student was counseled multiple times by the program coordinator and clinical staff.
Person responsible for modifications: Amy Westbury

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
National Certification
Embedded Outcome Number: B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT national certification exam will pass.

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 75.00

Minimum Expected Outcome for Level of Achievement (Text): 75% of students who take the ARRT Magnetic Resonance Imaging registry will pass.

Student Success Improvement Goal: Maintain a greater than 75% pass rate.

Student Group to be Assessed: MRI Graduates

Actual Results of Assessment (Percentage): 100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the 2017 graduating class in MRI passed the MRI boards on the first attempt.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All MRI students have attempted the ARRT post primary MRI registry and passed. Students have two years from the documentation of their first clinical procedure to take the registry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Student will employ effective communication in a Health Care environment.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Magnetic Resonance Imaging (MRI)

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of the cumulative assessment results were met. 100% of the oral communication assessment was met. 100% of the written communication assessment was met.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
100% of the oral communication assessment was met. All students scored an average of 85 or better on their clinical room evaluations. 100% of the written communication assessment was met. All students scored at or above an average score of 85 on their discussion posts for MRI 162 and.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Oral Communication
Embedded Outcome Number:
C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients and staff.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve an avg. score ≥ 85 (0-100 point scale).

Clinical Room Evaluation

Student Success Improvement Goal:
Maintain a 100% success rate.

Student Group to be Assessed:
MRI 162

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students scored an average of 95 on their clinical room evaluations.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The average of all students, a 95, exceeded the minimum expected score of 85.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
According to the data collected from the clinical room evaluations, all students are demonstrating effective oral communication skills with patients and technologists.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Written Communication
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve on a (0-100 point scale) an Avg. score ≥ 85

Discussion Board Participation
**Student Success Improvement Goal:**
Maintain a success rate of 100%.

**Student Group to be Assessed:**
MRI 152

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored an average of 85 or better on their discussion posts.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All students met the minimum expected average of 85 by scoring a 85 or better average on all discussion board topics.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assesssment in Progression Course
Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Mammography
PROBLEM SOLVING AND CRITICAL THINKING
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate problem solving and critical thinking abilities needed to function in the changing healthcare environment

Progress:
Completed

Responsible Roles:

Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric):
88.00

Cumulative Assessment Results (Text):
100% of fall 2016 and spring 2017 Mammography students demonstrated their ability to problem solve and critically think by selecting appropriate technical factors. 75% of students demonstrated positioning skills on all patients regardless of body habitus, pathology, injury or condition. Psychomotor evaluations demonstrating the appropriate use of technical factors yielded an average score of 99.25 for all evaluations completed during the two semesters. The minimum expected outcome was an 85 or greater. Final test grades for the Rad 156 positioning test yielded four of the 16 students scored below an 80%. The minimum expected outcome was for 80% to score an average of 80 or above. We did not meet this goal.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
The average Psychomotor grades were slightly higher at 99.25 than the spring 2016 averages of 99.22. The positioning test scores for RAD 156 averaged of 87 for fall 2016 and spring 2017 were the same as the fall 2014 RAD 123 average of 87 and the spring 2016 average of 87. Despite reorganization of course content in the new D2L system will positioning test averages did not change. Implementing video content on the subject matter will be offered to future students.

ASSESSMENT(S)----------------------------------------------------------

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Select appropriate technical factors
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will select appropriate technical factors based on patient condition. The student will select appropriate technical factors based on patient condition.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve an avg. score ≥ 85 (0-100 point scale)

Psychomotor Evaluation

Student Success Improvement Goal:
Students will select appropriate technical factors for each patient regardless of body habitus, pathology, injury or condition by scoring higher than an 85 on the Psychomotor Evaluations.
Student Group to be Assessed: 
RAD 125

Actual Results of Assessment (Percentage): 
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 

Number of Students - 16 
Number of Psychomotor Evals - 4 per student 
Total evaluations for semester - 64 
Average score of the 64 evaluations - 99.25 
The score exceeds the expected outcome of an 85 average of all Mammography students.

Results of Assessment Date: 
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
100% of fall 2016 and spring 2017 students scored an average of 85 or greater on the clinical Psychomotor evaluations which assess the students ability to select appropriate technical factors. The average increased slightly from 99.22 in spring 2016 to 99.25 in spring 2017.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
Eleven fall 2016 and 5 spring 2017 Mammo students scored an average of 99.25 on their Psychomotor evals in Rad 125. Each student was evaluated on four Psychomotor evaluations (Baseline, Screening, Diagnostic and Augmented breast).
Demonstrate positioning skills
Embedded Outcome Number: A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will demonstrate positioning skills for screening, diagnostic and augmented breast imaging.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score $\geq$ 80 (0-100 point scale)

RAD 156 Positioning Test

Student Success Improvement Goal:
More than 80% of students will score 80 or above in the RAD 156 Positioning test.

**Student Group to be Assessed:**
RAD 156 Class

**Actual Results of Assessment (Percentage):**
75.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

75% of students scored above an 80 on the RAD 156 Positioning test in the fall 2016 and spring 2017 semesters. The average score for fall 2016 was an 88 and for spring 2017, the average was an 85. A 98 was the highest grade for fall 2016 and a 95 was the highest grade for spring 2017. The lowest grade on the test for fall 2016 was 73 and for spring 2017 a 77. Four of the 16 Mammo students in fall 2016 and spring 2017 scored below an 80.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:
The average score for fall 2016 was an 88 and for spring 2017, the average was an 85. A 98 was the highest grade for fall 2016 and a 95 was the highest grade for spring 2017. The lowest grade on the test for fall 2016 was 73 and for spring 2017 a 77. Four of the 16 Mammo students in fall 2016 and spring 2017 scored below an 80.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
The average score for the test was an 87 in spring 2016 and an 88 for spring 2017. While the average has increased slightly, more students scored less than an 80 on the test. The objective was not met.

**Re-evaluation Date:**

**Changes made to process/modifications:**
The mammo program was revamped in the spring of 2016 and the Rad 123 positioning class is no longer offered. Positioning is now included in the Rad 156 course. ASRT video modules are offered to students as a resource to improve their positioning skills.

**Person responsible for modifications:**
Amy Westbury

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**ACADEMIC & TECHNICAL COMPETENCY**

**Number:**
B

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
The student will demonstrate academic & technical competence as an entry level Mammographer.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Mammography

**Cumulative Assessment Results (Numeric):**
94.00

**Cumulative Assessment Results (Text):**
Fall 2016 and spring 2017 students of the Mammography program demonstrated academic and technical competence by passing the national American Registry of Radiologic Technology registry. However, students fell short in using appropriate equipment and ancillary devices by
no meeting the minimum expected outcome of 90% of students scoring an average score of 85 or greater. 88% of students scored an 85 or better on the clinical room evaluations.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

**Online Instructional Delivery:**
100.00

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**

Fall 2016 and Spring 2017 students did not demonstrate their ability to select appropriate equipment and ancillary devices in Mammography by scoring an 85 or better average on all Clinical Room Evaluations. The minimum expected outcome was for 90% of students to score an average of 85 or better. While the average on all clinical room evaluations was a 95, 2 of the 16 students scored lower than an 85. Academic and technical competence was proven by all fall 2016 and spring 2017 students passing the American Registry of Radiologic Technologies post primary Mammography exam on their first attempt. The minimum expected outcome was for 75% of students to pass on their first attempt. Students will be encouraged to view, hold and ask questions about all equipment face to face with a technologist early in the semester. A new ASRT video on mammography equipment and positioning will be included in future course content. Implementation of the ARRT’s electronic clinical documentation software was required for all 2015 2016 students. The use of this software decreased the time between completing of clinical requirements/program requirements and taking the national registry. Students can retain more program content and continue to maintain a 100% pass rate.

**ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Use of Appropriate Equipment and Ancillary Devices to Produce High Quality Images
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will use the appropriate equipment and ancillary devices to produce high quality images.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00

**Minimum Expected Outcome for Level of Achievement (Text):**
90% of students will achieve an avg. score ≥ 85 (0-100 point scale)

Clinical Room Evaluation

**Student Success Improvement Goal:**
All students will score an average of 85 or above on their clinical room evals.

**Student Group to be Assessed:**
RAD 125

**Actual Results of Assessment (Percentage):**
88.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
88% of students scored an 85 or above average on their room evaluations. Two of the sixteen students scored below an 85 (81 and 83) but all other students scored above an 85.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:
88% of students demonstrated above average use of equipment and ancillary devices in order to produce high quality images in Mammography during the fall 2016
and spring 2017 semesters.

Develop Supportable Conclusions - What do you plan to do to improve student learning? 
What actions will be taken?:
Students are required to complete two clinical room evaluations during the clinical rotation. The first are due during mid semester and second is due at the end of the semester. The average for all room evaluations was a 95 which is 1 point lower than the spring 2016 class. The average grade for room evaluation in fall 2016 was a 97 and in spring 2017 a 93.

Re-evaluation Date: 
10/9/2017

Changes made to process/modifications: 
Clinical sites are encouraged to go over the Mammography equipment with students during the first week of clinical. A checklist for mammography equipment will be included in the clinical course in spring 2018.

Person responsible for modifications: 
Amy Westbury

Progress: 
Completed

Responsible Roles: 

QEP SLO(s) Assessed in this Course Activity: 
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?: 
Yes

RELATED ITEM LEVEL 1
Take the ARRT national certification exam
Embedded Outcome Number:
B-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT national certification exam will pass on the 1st attempt.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of students who take the ARRT Mammography registry will pass on their 1st attempt

Registry Pass Rate

Student Success Improvement Goal:
Exceed a 75% Pass Rate

Student Group to be Assessed:
Within 1 year after completing the program.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the Fall 2016 and spring 2017 Mammography students that attempted the ARRT Mammography registry, passed on their first attempt.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
A goal of 75% of students taking the ARRT Mammography exam would pass on their first attempt. The goal was achieved when 100% of the Mammography students attempting the exam, passed on their first attempt.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Beginning in the 2015-2016 academic year, all Mammography students were required to submit clinical documentation in electronic format on the ARRT's website. Documentation of clinical competency on the website provides a more immediate and interactive feedback system for students and allows them to schedule registry exams sooner that in previous years. The ability to take the national exams immediately after completing the program is anticipated to help maintain a 100% registry pass rate.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
The student will communicate effectively in the classroom and clinical setting.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students in the fall 2016 and spring 2017 Mammography program scored a 99 average on the Psychomotor evaluations. 81% of students scored an 85 or greater on the Rad 156 discussion board postings and responses.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
All fall 2016 and spring 2017 Mammography students met the oral and written communication objectives by exceeding the minimum average of 85 on their Psychomotor evaluations (average was a 99) and meeting the minimum average of 85 by 81% of the class on discussion grades. Students continue to be encouraged to practice oral communication skills through video recorded simulations with family and friends. D2L will become the new learning management system in fall 2016. Instructions and tips on how to compose a good discussion question will be introduced during the first week of class. Discussion posts will be graded monthly and instructor feedback will be available to students in a private medium.

ASSESSMENTS—-----------------------------------------------------------

RELATED ITEM LEVEL 1

Effective oral communication skills

Embedded Outcome Number:
C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients and staff.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve an avg. score $\geq$ 85 (0-100 point scale)

Psychomotor Evaluation Form

Student Success Improvement Goal:
All students will demonstrate effective oral communication skills by scoring an average of 85 or better on their Psychomotor evaluations.

Student Group to be Assessed:
RAD 125

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The overall average for all students in the fall 2016 and spring 2017 Rad 125 course was a 99.25 on Psychomotor Evaluations.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
A goal of 100% of students scoring an average of 85 or greater on Psychomotor Evaluations was met. Students scored 14 points higher than the projected average. The average score was a 99. This is the same as the past two years.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
All students were able to successfully demonstrate oral communication skills in the clinical settings.

Re-evaluation Date:

Changes made to process/modifications:
Encourage students to practice technologist-patient conversations with family members or friends and have someone record the conversation in order for them to review and critique their oral presentation skills. Include a discussion question on professionalism.

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Demonstrate effective written communication skills
Embedded Outcome Number:
C-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score $\geq$ 85 (0-100 point scale)

Discussion Board Posts (Participation)

Student Success Improvement Goal:
Students will improve written communication skills through posting and responding to discussion questions on the message board.

Student Group to be Assessed:
RAD 156

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
81% of students scored 85 or greater on the RAD 156 discussion board postings. Three of the 16 students scored a below an 85 and all of the others were 85. The average score for all discussion posts was a 90.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
81% of students scored above the minimum expected score of an 85 on written discussion board. Three of the 16 students scored below an 85. Future discussion questions will be graded monthly in D2L with the option to give students feedback on each response privately.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on the results achieved, students are able to demonstrate effective written communication.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Nursing Assistant
PERFORM DUTIES SAFELY AND EFFECTIVELY
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within the scope of practice as outlined by the requirements of the Nursing Assistant certification.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):
During the 2016-2017 academic year, 93% (149 of 160 students) of the nursing assistant students demonstrated mastery of each competency.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:

Offsite Instructional Delivery:
96.00

Traditional/Hybrid Instructional Delivery:
91.00

Analyze the disaggregated data results above:
The data shows a difference of 5% when comparing the offsite and onsite courses, with the offsite courses reporting a higher success rate. This could be attributed to a longer timeframe to deliver the material, more time allotted for skills practice, and/or a more stringent student selection process. Both delivery formats reported success in this student learning outcome.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Assessed for mastery of each clinical competency
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Successful completion of clinical assessment in AHS 163 Long-Term Care

Students will work as the primary care providers for assigned patients with supervision, and will be assessed for mastery of each clinical competency.

All students registered for AHS 163 Long-Term Care

AHS 163

Long-Term Care Facilities

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
75.00

**Minimum Expected Outcome for Level of Achievement (Text):**
75% of CNA Students will successfully complete the clinical competency assessment.

**Student Success Improvement Goal:**
Engage students in live work environments to enhance lecture and laboratory learning.

**Student Group to be Assessed:**
All students registered for AHS 163 Long-Term Care

**Actual Results of Assessment (Percentage):**
93.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
During the 2016-2017 academic year, 93% (149 of 160 students) of the nursing assistant students demonstrated mastery of each competency.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Compared to the previous academic year, students were more successful with completing the clinical assessment in AHS 163 Long-Term Care. During the 2015-2016 year, the success rate for this assessment was 84%. The current year's data shows an increase to
93%. A decline was noted over the previous three academic years, with this year being the first to show an increase.

94% 2013-2014
86% 2014-2015
84% 2015-2016
93% 2016-2017 Current Year

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
After meeting the goal of 75% successful completion, instructors will continue to improve preparations for the clinical setting. With such a documented improvement, faculty will move forward with lecture/lab integration and comprehensive assessments. We hope to continually improve success rates in this area.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

DEMONSTRATE ACADEMIC AND TECHNICAL COMPETENCE IN THE ROLE OF NURSING ASSISTANT
Number:
B

FY Start:
FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate academic and technical competence in the role of nursing assistant.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students successfully completed the infection control skills assessment. This represents 149 of the enrolled students.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:

Offsite Instructional Delivery:
100.00

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:
All students across delivery formats demonstrated understanding in this area.

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Complete the written comprehensive exam to prepare for the State-administered certification exam
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Written Comprehensive Exam
H: Students will complete the written comprehensive exam to prepare for the State-administered certification exam
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will score an 80% or higher on the written comprehensive exam.

Student Success Improvement Goal:
Improve student awareness of the importance of preparing for the written section of the state-administered certification exam.

Student Group to be Assessed:
All students registered for AHS 163 Long-Term Care.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students successfully completed the written comprehensive exam. This represents 149 of the enrolled students.

Results of Assessment Date:
Fall
**Key Findings - Based on your assessment data, what factors influenced the results?:**

Following lecture and clinical practice, students were able to apply both sources of knowledge while attempting the written comprehensive exam. All of the students who attempted this exam were able to achieve a passing score of 80%.

100% 2013-2014
100% 2014-2015
100% 2015-2016
100% 2016-2017 Current Year

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Students showed great understanding of the material assessed by the written comprehensive exam. Going forward, instructors will add more material in each area to maintain student involvement and understanding. Faculty will also try to incorporate a more challenging assessment for this area. As all students are consistently successful, the level of difficulty could be raised to better prepare students for the certification examination.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**INFECTION CONTROL**
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Understand and practice infection control per CDC, OSHA, and facility guidelines.

Progress: Completed

Responsible Roles:

Program: Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric): 95.00

Cumulative Assessment Results (Text): 95% of students successfully completed the infection control skills assessment.

On-campus students: 94 of 107 students

Off-campus students: 55 of 57 students

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery: 96.00

Offsite Instructional Delivery: 96.00

Traditional/Hybrid Instructional Delivery: 88.00
Analyze the disaggregated data results above:
Offsite students were more successful in this assessment. This could possibly be attributed to the loss of on-campus students due to withdrawals. This assessment comprises multiple infection control skills, and is given towards the beginning of each semester. Traditional students tend to have more withdrawals during the duration of this assessment.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Completion of Infection Control Skills Assessment
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of Infection Control Skills Assessment
H: Students will demonstrate various skills to include hand-washing, gowing, and gloving
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Laboratory

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will score an 80% or higher on this infection control assessment.

Student Success Improvement Goal:
Increase student awareness of infection control issues.

Student Group to be Assessed:
All students registered for AHS 163 Long-Term Care

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

95% of students (155 of 164) successfully completed the infection control skills assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

All students demonstrated advanced abilities with the infection control skills.

100% 2013-2014
100% 2014-2015
100% 2015-2016
95% 2016-2017 Current Year

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Data shows 155 of the 164 registered students who attempted the infection control skills assessment were successful. It was noted in the previous year that students needed to be challenged in this area. As a result of a more diversified assessment, we did see a slight decrease in the success rate. Faculty will continue to improve the learning experience and assessment process for students.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SAFETY
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Provide safe, competent care for the patient to promote health and wellness.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):
During the 2016-2017 academic year, 93% (149 of 160 students) of the nursing assistant students demonstrated mastery of this objective.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

91.00

Analyze the disaggregated data results above:
The data shows a difference of 5% when comparing the offsite and onsite courses, with the offsite courses reporting a higher success rate. This could be attributed to a longer timeframe to deliver the material, more time allotted for skills practice, and/or a more stringent student selection process. Both delivery formats reported success in this student learning outcome.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Skills Assessment

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Completion of Skills Assessment
H: After demonstrations and several practice sessions, students will perform each skill on a partner, and will be assessed by the Instructor
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Laboratory

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will score an 80% or higher on the skills assessment.

Student Success Improvement Goal:
Enhance student learning to better prepare for the skills portion of the certification exam, and employment.
**Student Group to be Assessed:**
All students registered for AHS 163 Long-Term Care

**Actual Results of Assessment (Percentage):**
93.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
A success rate of 93% is being reported in this area. This represents 149 of the 160 enrolled students.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
93% of students successfully completed the skills assessment.

94% 2013-2014
100% 2014-2015
100% 2015-2016
93% 2016-2017 Current Year

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
After changing the attempt level to one, students were able to maintain a high level of success in this area. A decrease from the previous two years has been noted. This can be attributed to the increasing challenging nature of this assessment. Instructors will continue to enhance the learning environment for students.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Patient Care Technician
PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF NURSING ASSISTANT
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Nursing Assistant certification.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):
During the 2016-2017 academic year, 93% (149 of 160 students) of the nursing assistant students demonstrated mastery of each competency.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
Yes

Online Instructional Delivery:

Offsite Instructional Delivery:
96.00

Traditional/Hybrid Instructional Delivery:
91.00

Analyze the disaggregated data results above:
The data shows a difference of 5% when comparing the offsite and onsite courses, with the offsite courses reporting a higher success rate. This could be attributed to a longer timeframe to deliver the material, more time allotted for skills practice, and/or a more stringent student selection process. Both delivery formats reported success in this student learning outcome.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Successful completion of clinical assessment in Long-Term Care

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of clinical assessment in AHS 163 Long-Term Care
H: Students will work as the primary care providers for assigned patients, and will be assessed for mastery of each competency
W: All students registered for AHS 163 Long-Term Care
W: Semester 1 of PCT Curriculum
W: Long-Term Care Facilities

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will complete the Long-Term Care Clinical Assessment.
**Student Success Improvement Goal:**
Continue the current instructional and assessment system.

**Student Group to be Assessed:**
All students registered for AHS Long-Term Care

**Actual Results of Assessment (Percentage):**
93.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
During the 2016-2017 academic year, 93% (149 of 160 students) of the nursing assistant students demonstrated mastery of each competency.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Compared to the previous academic year, students were more successful with completing the clinical assessment in AHS 163 Long-Term Care. During the 2015-2016 year, the success rate for this assessment was 84%. The current year's data shows an increase to 93%. A decline was noted over the previous three academic years, with this year being the first to show an increase.

94% 2013-2014
86% 2014-2015
84% 2015-2016
93% 2016-2017 Current Year
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
After meeting the goal of 75% successful completion, instructors will continue to improve preparations for the clinical setting. With such a documented improvement, faculty will move forward with lecture/lab integration and comprehensive assessments. We hope to continually improve success rates in this area.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assesssment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF PHLEBOTOMY
Number:
B

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Phlebotomy Skills certification.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
29 of the 29 registered students successfully completed the phlebotomy clinical proficiencies. This is being reported as a success rate of 100%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Successful completion of clinical assessment in Phlebotomy Skills
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of clinical assessment in AHS 144 Phlebotomy Practicum

H: Students will perform venipuncture and capillary draws on a variety of patients

W: All students registered for AHS 144 Phlebotomy Practicum

W: Semester 2 of PCT Curriculum

W: Primary Care, Outpatient, and Specialty Clinics
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 75.00

Minimum Expected Outcome for Level of Achievement (Text): 75% of PCT Students will complete the clinical assessment in AHS 144 Phlebotomy Practicum.

Student Success Improvement Goal: Increase student success on the clinical assessment in Phlebotomy Skills.

Student Group to be Assessed: All students registered for AHS 144 Phlebotomy Practicum.

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 29 of the 29 registered students successfully completed the phlebotomy clinical proficiencies. This is being reported as a success rate of 100%.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Students were able to apply lecture material into the clinical setting. Supervisors were positive while giving feedback on the students' performance. This percentage shows an increase from the previous years, from 86% to 100%, and maintaining success at 100% for the current year.

78% 2013-2014
86% 2014-2015
100% 2015-2016
100% 2016-2017 Current Year
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
While phlebotomy students demonstrated understanding of the techniques necessary for workforce readiness, instructors will continue to improve upon material delivery to continuously challenge students. Doing so should prove beneficial, with student application of material continuing to improve.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF ELECTROCARDIOGRAPHY
Number: C

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Electrocardiography certification.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
97.00

Cumulative Assessment Results (Text):
28 of the 29 registered students successfully completed the ECG clinical proficiencies. This is being reported as a 97% success rate.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Successful completion of clinical assessment in ECG in a Clinical Setting
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of clinical assessment in AHS 166 ECG in a Clinical Setting
H: Students will place leads and perform electrocardiograms on various patients
W: All students registered in AHS 166 ECG in a Clinical Settings
W: Semester 3 of the PCT Curriculum
W: Primary Care, Outpatient, and Specialty Clinics

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00
Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will complete the clinical assessment in ECG in a Clinical Setting.

Student Success Improvement Goal:
Continue current methods of delivery.

Student Group to be Assessed:
All students registered for AHS 166 ECG in a Clinical Setting.

Actual Results of Assessment (Percentage):
97.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
28 of the 29 registered students successfully completed the ECG clinical proficiencies. This is being reported as a 97% success rate.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students performed professionally in the clinical setting. Clinical supervisors reported back with positive feedback. The data shows a positive increase from the previous academic years.

85% 2013-2014
91% 2014-2015
94% 2015-2016
97% 2016-2017 current year
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors are preparing students for their future ECG Technician roles. Students are able to understand and apply lecture material. Improvements will be made to the current didactic portion, in an effort to continue to improve the success rate for this assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

INFECTION CONTROL
Number:
D

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Understand and practice infection control per CDC, OSHA, and facility guidelines

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
100.00
Cumulative Assessment Results (Text):
All of the registered students successfully completed the infection control modules and assessment. This is being reported as a success rate of 100%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Successful completion of infection control modules, and assessment
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of infection control modules, and assessment
H: Students will review lectures, view videos, and complete an examination on infection control standards
W: All students registered for AHS 141 Phlebotomy for the Health Care Provider
W: Semester 2 of the PCT Curriculum
W: Classroom and Laboratory

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00
Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will score an 80% or higher on this assessment.

Student Success Improvement Goal:
Increase understanding of infection control methods to better prepare students for the career laboratory, and patient care setting.

Student Group to be Assessed:
All students registered for AHS 141 Phlebotomy for the Health Care Provider.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the registered students successfully completed the infection control modules and assessment. This is being reported as a success rate of 100%, or 58 of the 58 registered students.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students successfully demonstrated understanding of various infection control principles. This trend continued from previous years.

100% 2013-2014
100% 2014-2015
100% 2015-2016
100% 2016-2017 Current Year
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students were adequately prepared to attempt the infection control assessment. Instructors will work to improve the use of instructional time, in an effort to maintain the success rate. Curriculum will be enhanced to comply with current regulations set by the Occupational Safety and Health Administration and the South Carolina Department of Health and Environmental Control.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ADAPTABILITY
Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate adaptability to a variety of work environments, to include long-term care facilities, hospitals, clinics, and various other organizations.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician
Cumulative Assessment Results (Numeric):
97.00

Cumulative Assessment Results (Text):
Of the 29 registered students, 28 scored above an 80% on the affective objectives assessment. This calculates to be a success rate of 97%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Successful completion of the Affective Objectives in a Clinical Setting
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of the Affective Objectives in AHS 166 ECG in a Clinical Setting
H: Students will rotate through the several Cardiology Departments, and be assessed by clinical supervisors
W: All students registered in AHS 166 ECG in a Clinical Setting
W: Semester 3 of the PCT Curriculum
W: Clinical Settings

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will score an 80% or higher on the Affective Objectives in a Clinical Setting.
**Student Success Improvement Goal:**
Improve student professionalism, self awareness, and abilities while in various clinical facilities.

**Student Group to be Assessed:**
All students registered for AHS 166 ECG in a Clinical Setting.

**Actual Results of Assessment (Percentage):**
97.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Of the 29 registered students, 28 scored above an 80% on the affective objectives assessment. This calculates to be a success rate of 97%.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
28 of the 29 registered students successfully completed the Affective Objectives in a Clinical Setting. This is being reported as a 97% success rate. This data shows a slight increase from previous years, up from 94% in 2015-2016.

85% 2013-2014
98% 2014-2015
94% 2015-2016
97% 2016-2017 Current Year

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students performed duties adequately and efficiently. Students demonstrated professionalism in the clinical setting, as reported by the clinical supervisors. Instructors will continue to challenge students in the areas of professionalism, punctuality, and responsibility. Additional focus will be placed in this area to improve the success rate to that of the previous academic year.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Diploma, Medical Office Assisting
APPLY LEGAL AND ETHICAL CONCEPTS
Number:
A

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply legal and ethical concepts within the Medical Assisting scope of practice.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Apply legal and ethical concepts
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply legal and ethical concepts within the Medical Assisting scope of practice.

Who: All MA Graduates

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100 percent of all graduating MA students responding to the Graduate Survey indicated that this outcome was accomplished.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Practicing within the 'Scope of Practice' of the medical assistant is a guiding principle from the very beginning of the program. Students recognize through instruction and example that straying outside the legal and ethical boundaries while providing care to patients is not something to be taken lightly and can have very severe consequences for all involved.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students do not want to tempt fate by participating unlawful/unethical practices because the results could cost them dearly.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Apply legal and ethical concepts
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:   Students will apply legal and ethical concepts within the Medical Assisting scope of practice.

Who:    All MA Graduate Students

How:    Final Comprehensive Practicum Evaluation

When:  Summer

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of Clinical Practicum Supervisors will indicate that the graduates are successful in achieving this outcome on the final clinical evaluation.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of graduating students achieved this outcome as graded on the final clinical evaluation by the clinical supervisors.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Students receive cognitive instruction describing issues that involve legal and ethical considerations and must then apply them through role play and critical thinking activities. Continued emphasis on the importance of practicing only within their education and training is a priority for instructors.

Clinical practicum sites reinforce the need to practice confidentiality, apply HIPAA regulations, document accurately, demonstrate an understanding of the patient's rights, and help students to understand the importance of following local, state, and federal legislation and regulations in the practice setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Adherence to HIPAA regulations is mandatory in healthcare.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No
DISPLAY PROFESSIONALISM AND COMMUNICATION SKILLS

Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?: Display professionalism and communication skills as a healthcare provider.

Progress: Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric): 100.00

Cumulative Assessment Results (Text): 100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Display professionalism and communication skills
Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will display professionalism and communication skills as a healthcare provider.

Who: All MA Graduates

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students demonstrated professionalism and good communication skills in the clinical setting.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?: 
Students find in the clinical setting that patients expect and require a certain level of dignity and respect for the situations that the patient is experiencing at that time. They require caretakers who are able to communicate with patients of all age, education, and income levels and they expect that the information afforded them during the healthcare process will be held in complete confidentiality.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Professionalism is evident when the students work hard to become good communicators with their patients in order to provide the best care.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Display professionalism and communication skills**

**Embedded Outcome Number:**
B-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

**What:** Students will display professionalism and communication skills as a healthcare provider.

**Who:** All Graduating MA Students

**How:** Employer Survey

**When:** within six months
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): 80% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 100 percent of Employers surveyed reported that graduates displayed professionalism and good communication skills as a healthcare provider.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: Students must be able to adequately communicate with patients to understand their needs and provide the best health care possible. Patients expect health care workers to present a positive professional image and conduct themselves with honesty, confidentiality and confidence.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Good communication and professionalism are vital characteristics for medical assistants in today's medical field.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

APPLY BEST PRACTICE ADMINISTRATIVE, BUSINESS, AND FINANCE TECHNIQUES
Number:
C

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Apply best practice administrative, business, and finance techniques with the medical practice.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Apply best practice techniques
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply best practice administrative, business, and finance techniques within the medical practice.

Who: All Graduating MA Students

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students surveyed achieved the learning outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Graduate Survey results show that graduating MA students adequately employed best practice techniques in administration, business, and finance. Based on the results of the Graduate Survey, all graduating MA students have been properly prepared and have practiced the best administrative techniques used in business.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Apply best practice techniques
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply best practice administrative, business, and finance techniques within the medical practice.
Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: Summer

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of Clinical supervisors will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of graduating students achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Final Comprehensive Practicum Evaluation indicates that graduating MA students recognize the need for and employ the best practice techniques in administrative, business, and financial areas of the medical practice where students are allowed to participate in the financial activity of the office. Clinical Supervisors emphasize during the students clinical time, the need for accurate financial practices to maintain a viable medical practice. Correctly administering the business model of the office and accuracy in the banking and accounting procedures allows the practice to thrive and grow.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Good Math skills continue to prove to be a valuable asset in the business side of the office.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE COMPETENCE IN THE PERFORMANCE OF CLINICAL SKILLS
Number: D

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate competence in the performance of clinical skills for entry-level Medical Assistant

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate competence in the performance of clinical skills
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:

What: Students will demonstrate competence in the performance of clinical skills for
entry-level Medical Assistant (AAMA)

Who: All Graduating MA Students

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that
this outcome was accomplished.
Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Based on the information provided through the graduate survey, graduates are properly prepared and conscientious about the correct performance of entry level skills for medical assistants required by the AAMA. Educators will continue to look for new and innovative ways to prepare the students according to entry level expectations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The role of the medical assistant is one of a multi-skilled healthcare professional and when hired is expected to have skills set forth in the Core Curriculum of the MAERB.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
ACHIEVE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAIN LEARNING OBJECTIVES

Number: E

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Progress: Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
82.00

Cumulative Assessment Results (Text):
Eighty-two percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
60.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
94.00

Analyze the disaggregated data results above:
Online instruction did not pose any problems for the students. All students in the online class were successful.
Achieve domain learning objectives
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Who: All MA Graduates

How: AAMA Certification Exam

When: within 60 months

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
60.00

Minimum Expected Outcome for Level of Achievement (Text):
60% of the Graduates will score at or above national pass rate on the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
77.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Seventy-seven percent of students who took the certification exam passed it.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Ten of thirteen graduates took the certification exam and passed it.

Emphasis on actual learning of the required material is continually stressed rather than memorization for testing and then loss of knowledge.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
New and innovative methods of instruction and review are continually being explored and evaluated to help the students become more successful.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Related Item Level 1
Achieve domain learning objectives
Embedded Outcome Number:
E-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Who: All Graduating Seniors

How: North Star Workforce Readiness

When: 3rd (summer) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will participate in using the program to prepare for the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of graduating students participated in the review for the certification exam using the Northstar Learning and review program.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Concentrated emphasis will be placed on stressing to the students the need to sit for the exam as more and more facilities are beginning to require passage of the certification exam as a condition for hire. Research will also continue for any other programs that will help the students to prepare for the exam. Concentrated emphasis will be placed on stressing to the students the need to sit for
the exam as more and more facilities are beginning to require the taking and passing of the certification exam as a condition for hire. Research will also continue for any other programs that will help the students to prepare for the exam.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students who understand the need to continually learn and prepare for the certification exam are more successful in attaining a Pass on the exam.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**PURSUE PROFESSIONAL AND NATIONALLY-RECOGNIZED CREDENTIALING**

**Number:**
F

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

**Progress:**
Completed

**Responsible Roles:**
Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
88.5000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Pursue professional and nationally-recognized credentialing
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

Who: All MA Graduates

How: AAMA Certification Exam

When: within 60 months

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
60.00
Minimum Expected Outcome for Level of Achievement (Text):

60% of the Graduates will achieve a passing score on the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

77.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Seventy-seven percent of graduates who took the Certification exam passed.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The pass rate improved by 21 percent from the previous year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The search continues for improved means of preparing the students for the certification exam including instruction throughout the academic year, not just the semester they graduate.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:
No

**RELATED ITEM LEVEL 1**

**Pursue professional and nationally-recognized credentialing**

Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:  Students will pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

Who:   All Graduating Seniors

How:   North Star Workforce Readiness

When:  3rd (summer) semester

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
100% of students will participate in using the program to prepare for the AAMA Certification Exam

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of senior students participated in preparation through the use of the Northstar Learning review program.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

The Northstar Learning program provides not only practice questions but remediation for the students after practice exams to help them strengthen their weaker areas. Proper review and preparation is vital for students to refresh material that may have been learned early in the program. The Northstar program allows for this review through practice exams and feedback on the practice tests with remediation for the weakness.

The Northstar learning program is used in conjunction with a hard copy review book.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
I need more time as an instructor and the Program Director to research and work to improve the instruction and review process for the entire program.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROTECT THE HEALTH OF THE PATIENT AND COWORKER
Number: G

FY Start: 7/1/2016
FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Protect the health of the patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
One hundred percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Protect the health of patient and coworker
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will protect the health of patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.
Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: End of Summer Semester

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students being evaluated by the Clinical Supervisor will accomplish this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

One hundred percent of students evaluated achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students are instructed about the hazards of poor hand hygiene, direct and indirect contact and transfer of disease from one person to another and how to avoid this transfer. The OSHA guidelines about bloodborne pathogens and protective measures are required by law to be in place to protect everyone from the spread of disease. They realize that they are at risk as well as coworkers and patients and so take this training and the practice of Universal (Standard) Precautions very seriously. Due to the importance of not only protecting themselves and their
families, but their patients and coworkers, due diligence in the practice of using the required precautions and guidelines provided for the healthcare worker is most important along with adherence to the OSHA requirements.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students understand the necessity of breaking the chain of infection and educating their patients in this area to help protect the patient and health care worker.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Protect the health of patient and coworker
Embedded Outcome Number:
G-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will protect the health of patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.

Who: All Graduating MA Students

How: Employer Survey

When: within six months
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100 percent of Employers surveyed indicated that graduates were knowledgeable about Standard Precautions Guidelines and OSHA mandates and adhere to the requirements within the directives of OSHA.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students follow safety guidelines to protect themselves and their patients.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Stress importance of the use of all devices and training in the practice of protecting the health of the patients and coworkers.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RECOGNIZE EMERGENCY PATIENT CONDITIONS

Number:
H

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
One hundred percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Recognize emergency patient conditions
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Who: All MA Students

How: First Aid Certificate

When: 2nd (spring) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will complete and receive First Aid Certification

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Medical Assisting students were successful in completing training and obtaining First Aid Certification.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

It is a requirement for all medical assisting students to complete certified First Aid treatment to have the skills necessary to respond appropriately in emergency situations. This training is required before students move on to the Clinical Practicum in the summer semester.

All medical personal with direct patient contact must be able to respond to immediate situations of life or death.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
All health care workers are required to be able to perform CPR and basic First aid.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes
Recognize emergency patient conditions  
Embedded Outcome Number:  
H-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Who:  All MA Students

How:  CPR Certificate

When: 2nd (spring) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will complete and receive CPR Certification

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of medical assisting students were successful in completing training and receiving CPR Certification.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All MA students must complete and receive CPR Certification which equips them to respond appropriately with the correct treatment as needed per situation.

Adequate knowledge of how to respond in different emergency situations is a responsibility of healthcare workers. One must be prepared at all times with the knowledge and skill needed to step in and help when needed at a moment's notice. Certification in CPR assures others that the appropriate training has been attained and the worker is capable of administering the proper treatment.

CPR certification is required before the student can continue to the Summer semester for the clinical internship.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CRITICAL THINKING SKILLS
Number:
1

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:

Incorporate critical thinking skills to provide quality care of patients.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Diploma, Medical Office Assisting

**Cumulative Assessment Results (Numeric):**
100.00

**Cumulative Assessment Results (Text):**
One hundred percent

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**

**ASSESSMENT(S)----------------------------------------------------------**
**RELATED ITEM LEVEL 1**

**Incorporate critical thinking skills**

**Embedded Outcome Number:**
I-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

**What:**  Students will incorporate critical thinking skills to provide quality care to patients.

**Who:**  All Graduating MA Students

**How:**  Final Comprehensive Practicum Evaluation
When: Summer

Type of Assessment: 
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students being assessed by the Clinical Supervisor will achieve this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
89.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eighty-nine percent of students assessed achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All is not as it always seems in medicine. Many indications may point toward one conclusion while others point in an opposite direction. The ability to analyze all information and categorize most important to least important, and then use that information in caring for the patient is required to provide the best care for patients. Based on the results of the Practicum evaluation, critical thinking is a very important tool to be used in the decision making process where the healthcare of the patient is concerned.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Critical thinking skills are not easily taught but remain one of the areas in which we must increase emphasis for students to learn how to look at the big picture rather than just a few individual parts.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Incorporate critical thinking skills
Embedded Outcome Number:
I-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will incorporate critical thinking skills to provide quality care to patients.

Who: All Graduating MA Students

How: Employer Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.
Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
89.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eighty-nine percent of employers surveyed indicated that graduates were able to use critical thinking in dealing with their patients to try to provide the best care available for the patients.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Critical thinking is a very important tool for health care workers in dealing with patients.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Developing the students reasoning abilities is a key to critical thinking.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Diploma, Practical Nursing
**PROFESSIONAL BEHAVIOR**

**Number:**
A

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Professional Behaviors: Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Diploma, Practical Nursing

**Cumulative Assessment Results (Numeric):**
100.00

**Cumulative Assessment Results (Text):**

100% of PN graduates and 100% of PN graduate employers who responded to surveys feel that graduates meet competency in area of professional behaviors.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%

5 employer surveys received.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**
No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Graduate Survey
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

**How:** Graduate Survey to determine if graduates feel they have met the Student Learning Outcomes of Professional Behavior for the PN Program.

**When:** Six months to one year after graduation.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
95.00

**Minimum Expected Outcome for Level of Achievement (Text):**
95% of students will state on the Graduate Survey that they met the educational competency of Professionalism for their nursing role.

**Student Success Improvement Goal:**
Investigate new ideas to maintain and improve student competency in this area.
Investigate new methods to evaluate students on this Student Learning Outcome.

**Student Group to be Assessed:**
Surveys are distributed to the graduates between February and July - 6 months to 1 year after they graduate.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
100% of graduates -- Trad PN and Flex PN -- who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Professional Behavior.

Goal was exceeded.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?**:
PN Graduates feel as if they are competent in the area of Professionalism.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Goal met.

Faculty will continue to maintain high standards and enforce the importance of Professional Behavior in the Practical Nurse, throughout the PN curriculum.

Response rate to surveys was an average of 63%.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:
Faculty will investigate other methods to collect data and evaluate this Student Learning Outcome.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Employer Survey
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: General Employer Survey to evaluate the Graduate's adaptation in the area of Professional Behaviors in the work force based on the program's Student Learning Outcomes.

When: Six month to one year after students graduate.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
75.00

**Minimum Expected Outcome for Level of Achievement (Text):**
75% of Employer's will rate graduates as prepared for this competency.

**Student Success Improvement Goal:**
Investigate new ideas to maintain and improve student competency in this area.

Investigate new methods to evaluate students on this Student Learning Outcome.

**Student Group to be Assessed:**
Employers of PN Graduates ---6 months to 1 year after students graduate in July.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of PN graduate employers who responded to employer survey felt graduates they hired were "Prepared" to "Well Prepared" in the area of Professional Behaviors.

**Results of Assessment Date:**
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
100% of Employers responding to survey feel PN graduates meet the Professional Behaviors competency.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Goal exceeded based on Employer surveys.

Return rate on surveys was 5 responses.

Faculty to investigate better way to gather data to measure this student learning outcome.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:
Faculty will continue to maintain high standards throughout the PN curriculum and enforce need for Professional Behaviors in the Practical Nurse.

Investigate other methods to gather data to measure this SLO.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION
Number: B

FY Start: 7/1/2016

FY End: 6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Communication: Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Progress: Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

100% of Graduates responding to survey feel they are "Prepared" to "Well Prepared" in their Communication skills.

100% of Employers responding to survey feel graduates are "Prepared" to "Well-Prepared" in the area of Communication. This is an improvement over score of 71.43% last year.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%
5 employer surveys received.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

NCLEX-PN
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: NCLEX-PN taken 1 week to 3 months after graduation to determine if graduate is a safe and competent nurse.
When: Six months to one year after graduation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
83.850000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
Graduates will score at or above the 2017 national pass rate (83.85%) on the NCLEX-PN.

Student Success Improvement Goal:
Faculty will review areas of concern on the Mountain Measurement report from NCSBN and the ATI Predictor to correlate items that need more focus for future classes.
**Student Group to be Assessed:**
Graduates of Class of 2017

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

100% of Class of 2017 Graduates were successful on the NCLEX-PN exam.

National Pass rate for 2017 was 83.85%.

South Carolina Pass rate for 2017 was 91.12%

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

100% of students passed NCLEX.

Pass rate exceeded National Average----Goal met.

Rate improved from Class of 2016 pass rate of 90.57%

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Improvements in area of NCLEX preparation implemented in the PN program for 2016-2017 school year impacted student success.

**Re-evaluation Date:**
11/8/2018
Changes made to process/modifications:
PN program will implement ATI NCLEX preparation in both the Flex and Traditional PN programs and continue NCLEX prep strategies that were effective.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Graduate Surveys
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: PN Graduate Surveys to determine if graduates feel prepared in area of Communication--one of Student Learning Outcomes of the PN Program.

When: Six months to one year after graduation

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of graduates will report that they are prepared in the area of Communication
Student Success Improvement Goal:

Students will maintain/improve each year in the area of Communication.

Student Group to be Assessed:
PN Graduates 6 months to 1 year after graduation.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of PN graduates responding to surveys feel they are "Prepared" to "Well Prepared" in the area of Communication in their nursing roles.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of PN graduates (Flex and Traditional) responding to surveys feel they are adequately prepared in the area of Communication.

Response rate on surveys: (23 out of 35 for Traditional PN= 66% response rate); (6 out of 10 for Flex PN= 60% response rate)

Average response rate to surveys is 63%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:


Graduates feel prepared in the area of Communication.

Based on graded PNR 120 formative group project, which includes a Communication component, PN graduates are prepared in the area of Communication. 100% of Traditional and Flex students scored a B or better on the project.

Based on graded PNR 155 summative group project, which includes a Communication component, PN students are prepared in the area of Communication. 100% of Flex students and 89% of Traditional students scored B or better.

Faculty will investigate different methods of gathering data to analyze this SLO.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:
Faculty will continue to stress importance of Communication within nursing. Will implement enhanced methods of preparing students for competency in this area. Will investigate different methods to gather data to measure this SLO.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course,Summative Assessment of All 3 QEP SLOs in Capstone Course
Was the QEP Rubric used to assess this activity?: Yes

RELATED ITEM LEVEL 1
PN Employer Surveys
Embedded Outcome Number: B-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: PN General Employer Survey to evaluate Communication competency, one of the PN Student Learning Outcomes.

When: Six months to one year after students graduation

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 75.00

Minimum Expected Outcome for Level of Achievement (Text): 75% of graduate Employers will score employed PN graduates as prepared in the area of Communication.

Student Success Improvement Goal:
Increase preparation in communicating effectively with instructors, physicians, peers, and staff in clinical sites.

Student Group to be Assessed: Employers of graduates

Actual Results of Assessment (Percentage): 100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Employers responding to survey feel PN graduates are "prepared" to "Well Prepared" in the area of Communication.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal met. Improvement from score of 71.43% given by Employers last year.

The increased focus Faculty placed on communication through documentation exercises and lab/clinical practice was effective.

5 Employers returned surveys.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
100% of Employers responding to Survey feel PN graduates are prepared in area of Communication.

Faculty will investigate other methods to gather data to analyze this SLO.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:
Faculty will investigate methods to maintain and improve competency scores for students in area of Communication.
Faculty will investigate methods to gather data to better and more accurately measure this SLO.

Person responsible for modifications: 
Rhonda Browning

Progress: 
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: 
None

Was the QEP Rubric used to assess this activity?: 
No

ASSESSMENT
Number: 
C

FY Start: 
7/1/2016

FY End: 
6/30/2017

Description - What will the student know or be able to do upon completion of the program?: 
Assessment Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Progress: 
Completed

Responsible Roles:

Program: 
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric): 
100.00

Cumulative Assessment Results (Text):
100% of graduates --Trad PN and Flex PN--who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Assessment.

100% of Employers who returned Survey feel graduates prepared in area of Assessment. Improved from 83.3% last year.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%

5 employer surveys received.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
General Employer Survey
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
How: General Employer Survey to evaluate the Graduate's preparedness and adaptation in the work force based on the program's Student Learning Outcomes: Assessment.

When: Six months to one year after students graduation.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
75.00

**Minimum Expected Outcome for Level of Achievement (Text):**
75% of Employers will rate graduates as prepared for this competency.

**Student Success Improvement Goal:**
Students will achieve competency in the area of Assessment to include: collection of client data, communication of physical assessment, and implementation of nursing actions based on data analyzation, and re-assessment of client as needed.

**Student Group to be Assessed:**
Employers of PN Graduates

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

100% of PN employers responding to survey feel graduates are "prepared" to "Well-Prepared in the area of nursing Assessment.

5 Employer responses received

**Results of Assessment Date:**
Key Findings - Based on your assessment data, what factors influenced the results?:

Goal met.

100% of PN Employers responding to survey feel graduates are competent in the area of Nursing Assessment.

This is an improvement over scores given by Employers over the last 2 years (75% in 2015), (83.3% in 2016)

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Faculty implementation of more intense Assessment instruction starting earlier in the PN program, along with practice in the lab setting and greater focus in the clinical setting resulted in improvement in student performance in this area.

Faculty will continually seek to improve instruction in this area.

5 Employer responses received.

Faculty will investigate methods to better gather data for evaluation of this SLO.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:

Maintain focus on importance of accurate physical assessment. Seek to incorporate even more physical assessment practice in lab/clinical experiences.

Faculty will investigate different methods of gathering data to analyze this SLO.
Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Graduate Survey.
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: Graduate Survey to determine if graduate has met competency on the Student Learning Outcomes: Assessment.

When: Six months to one year after graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students will state on the Graduate Surveys that they feel prepared in the educational competency of Assessment.

Student Success Improvement Goal:
Improve competency in area of Assessment/data collection.
Student Group to be Assessed:
PN Graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of graduates --Trad PN and Flex PN--who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Assessment.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of Graduates returning survey feel prepared in the area of Assessment.

Goal met.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

The improvements Faculty made in the instruction on Physical Assessment/Data Collection and the increase in available lab practice/clinical practice has resulted in student success in the area of Assessment.

Faculty will strive to improve student competence each year.

Faculty will investigate different methods of gathering data to better analyze this SLO.

**Re-evaluation Date:**
11/8/2018

**Changes made to process/modifications:**

Investigate and implement teaching methods to maintain and improve graduate competency in area of Assessment.

Faculty will investigate different methods of gathering data to analyze this SLO

**Person responsible for modifications:**
Rhonda Browning

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**:
No
**PLANNING**

**Number:**
D

**FY Start:**
7/1/2016

**FY End:**
6/30/2017

**Description - What will the student know or be able to do upon completion of the program?:**
Planning: Collaborate with the registered nurse or other members’ of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Diploma, Practical Nursing

**Cumulative Assessment Results (Numeric):**
99.00

**Cumulative Assessment Results (Text):**

96% of Traditional PN graduates who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Planning. 4% replied as Neutral in this area.

100% of Flex PN graduates who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Planning

Average of graduate reply: 98%

100% of Employers of PN graduates who responded to Survey feel PN graduates are prepared in the area of Planning. This is an increase from Employer score last year of 85.71%.

Overall average of Graduate and Employer = 99%
All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys = 63%

5 Employer surveyors were received.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------
RELATED ITEM LEVEL 1

General Employer Survey
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: General Employer Survey to evaluate Graduate competency in area of:
Planning, one of the PN Program's Students Learning Outcomes.

When: Six months to one year after student's graduation.
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of Employers will rate graduates as prepared for this competency.

Student Success Improvement Goal:
Students/Graduates will show increased competency in this area of nursing as evidenced by Graduate and Employer feedback.

Student Group to be Assessed:
Graduates 6 month to one year after graduation.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of PN employers responding to survey feel as if PN graduates are "Well Prepared" to "Prepared" in the area of Planning in their nursing role.

This is an improvement from last year's score of 85.71 %, and the 2015 score of 75%.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal exceeded! 100% or employers feel PN graduates they have employed are competent and prepared in the area of Planning.
5 employer surveys were returned.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Employers responding to survey feel PN graduates are adequately prepared in area of Planning for their nursing role.

Faculty have increased focus on Planning over the last 2 years through clinical scenarios in lab, and assignment of patients in the clinical setting requiring students to critically think and plan. The actions implemented have produced an improvement.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:

Faculty will continue to investigate methods to maintain and continue to improve student competency in this area. Faculty will continue to seek feedback for Graduate Employers.

Faculty will investigate different methods of gathering data to analyze this SLO.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:  
No

RELATED ITEM LEVEL 1
Graduate Survey
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Graduate Survey.
When: Six months to one year after student's graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students will state on the Graduate Surveys that they met the educational competency for their nursing role in the area of Planning.

Student Success Improvement Goal:
Increase student's collaboration with health care team, the planning of care, and revision of care as needed in the clinical setting.

Student Group to be Assessed:
Graduates 6 months to one year after graduation.

Actual Results of Assessment (Percentage):
98.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of Traditional PN graduates who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Planning. 4% responded Neutral to this question.
100% of Flex PN students who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Planning.

This is an average of 98%, which exceeds the Goal set.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys = 63%

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

98% of PN Graduates feel prepared in the area of Planning in their nursing role.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys = 63%

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Students are prepared upon Graduation to plan patient care in their employment setting.
Re-evaluation Date:
11/8/2018

Changes made to process/modifications:

Faculty should continue to stress the importance of this nursing competency and investigate teaching methods, lab, and clinical activities that enhance student learning and competency in this area.

Faculty will investigate ways to gather data to improve the measurement of this SLO.

Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

CARING INTERVENTIONS

Number:
E

FY Start:
7/1/2016

FY End:
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:
Caring Interventions  Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.

Progress:
Completed
Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of graduates --Trad PN and Flex PN--who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Caring Interventions

100% of Employers who responded to survey feel graduates are Prepared to Well prepared in the area of Caring Interventions.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%

5 Employer Surveys were received.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1
General Employer Survey
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: General Employer Survey to evaluate preparedness of graduates they employ in the area of: Caring Interventions, one of the Student learning Outcomes of the PN program.

When: Six months to one year after student's graduation.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of Employers will rate graduates as prepared for this competency.

Student Success Improvement Goal:
Students will demonstrate increased competency in their ability to implement Caring Interventions in their nursing role.

Student Group to be Assessed:
Employers to evaluate graduates 6 months to one year after graduation.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of Employers returning surveys feel that PN graduates they employ are "Prepared" to "Well Prepared" in the area of implementing Caring Interventions.
This is an improvement from the score last year of 85.72%.

5 Employer Surveys were received.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Employers of PN graduates feel Graduates are competent in their ability to provide Caring Interventions.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Lab and Clinical Activities, as well as classroom focus on this important area of nursing has resulted in an improvement in Employer scores of graduates.

**Re-evaluation Date:**
11/8/2018

**Changes made to process/modifications:**

Faculty will seek to continually improve instruction and guidance of students in the area of Caring Interventions in order to improve Graduate competency.

Faculty will communicate with Employers and obtain feedback in order to improve in this area and produce a graduate who is ready for the nursing workforce.

Faculty will investigate different methods of gathering data to better analyze this SLO.
Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Graduate Survey
Embedded Outcome Number:
E-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: Graduate Survey to determine if graduate has met the Student Learning Outcomes of the PN Program--Caring Interventions.

When: Six months to one year after student's graduation

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students will state on the Graduate Surveys that they met the educational competency for their nursing role.

Student Success Improvement Goal:
Continue with current teaching strategies.
Student Group to be Assessed:
Graduate 6 months to one year after graduation.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of graduates --Trad PN and Flex PN--who returned surveys feel they are "Prepared" to "Well Prepared" in the area of providing Caring Interventions.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of Graduates returning survey feel they are prepared in the area of Caring Interventions.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

PN graduates are prepared for the workforce and are competent in the area of providing Caring Interventions.

Due to survey response, Faculty will investigate better methods with which to obtain data to more accurately measure this student learning outcome.
Re-evaluation Date:  
11/8/2018

Changes made to process/modifications:

Faculty will continually strive to educate students in the area of providing Caring Interventions in order to produce a competent graduate nurse.

Faculty will investigate different methods of gathering data to analyze this SLO.

Person responsible for modifications:  
Rhonda Browning

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
None

Was the QEP Rubric used to assess this activity?:  
No

MANAGING

Number:  
F

FY Start:  
7/1/2016

FY End:  
6/30/2017

Description - What will the student know or be able to do upon completion of the program?:  
Managing Implement patient care, at the direction of a registered nurse, licensed physician through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Progress:  
Completed
Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
99.00

Cumulative Assessment Results (Text):

96% of Trad PN graduates who returned survey feel they are "Prepared" to "Well Prepared" in the area of Managing. 4% answered this question with a Neutral Response.

100% of Flex PN students returning survey feel they are "Prepared" to "Well Prepared" in the area of Managing. This is an average graduate score of 98%.

100% of Employers responding to survey feel graduates they employ are "Prepared" to "Well Prepared" in the area of Managing. This is an improvement from last year's score of 85.71%.

This provides an overall average of 99%.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.

All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%

5 Employer surveys were received

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

General Employer Survey
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: General Employer Survey to evaluate the Graduate's preparedness and adaptation in the work force in the area of: Managing, one of the PN Program Student Learning Outcomes.

When: Six months to one year after student's graduation

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of Employers will rate graduates as prepared for this competency.

Student Success Improvement Goal:
Increase student/graduate competency in the are of Nursing Management by incorporating more collaboration in clinical between student and health care team.

Student Group to be Assessed:
Graduates 6-12 months after graduation

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of Employer responding to survey feel graduates the employ are "Prepared" to "Well Prepared" in the area of nursing Management.

This is an improvement from last year's score of 85.71%.

A noted comment from one employer was:

"Some confusions have been noticed in regards (regards) to scope of practice, CNA supervision and delegation."

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

100% Employers responding to survey feel that PN graduates are prepared in area of nursing management.

However, one would like graduates to have more clarity as to CNA scope of practice and delegation of duties to the CNA.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

PN graduates are prepared in the area of management for their nursing role.

Employers scores compared to last year have improved. Improvement in instructional methods and lab/clinical experiences related to nursing management have resulted in improved scores.
However, more re-enforcement/instruction is needed in assisting student to understand scope of practice and delegation in their nursing management role.

**Re-evaluation Date:**
11/8/2018

**Changes made to process/modifications:**

Faculty will reinforce instruction on the scope of practice for the LPN and unlicensed assistive personnel (CNA) and investigate ways to improve student competency in areas of delegation in a nursing management role.

Faculty will investigate different methods of gathering data to analyze this SLO.

**Person responsible for modifications:**
Rhonda Browning

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**
No

**RELATED ITEM LEVEL 1**

**Graduate Survey**

**Embedded Outcome Number:**
F-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:

How: Graduate Survey to determine if graduate has met competency and is prepared for role of Nursing Management, one of the Student Learning Outcomes of the PN Program.
When: Six months to one year after student's graduation

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
95.00

**Minimum Expected Outcome for Level of Achievement (Text):**
95% of students will state on the Graduate Surveys that they met the educational competency for their nursing role.

**Student Success Improvement Goal:**
Improve student competency in the area of Nursing Management in order to increase student preparedness and readiness to enter the nursing workforce.

**Student Group to be Assessed:**
Graduates 6 months to 1 year after graduation.

**Actual Results of Assessment (Percentage):**
98.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

96% of Traditional PN graduate who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Nursing Management. 4% answered the question as Neutral.

100% of Flex PN graduates who returned surveys feel they are "Prepared" to "Well Prepared" in the area of Nursing Management.

This is an average score of 98%.

All graduates of the Trad PN program (35) were surveyed; 23 responses were received. 66% response rate.
All grads of the Flex PN program were surveyed (10); 6 responses were received. 60% response rate.

Average response rate on surveys =63%

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
98% of PN graduates feel they are "Prepared" to "Well Prepared" in the area of Management in their nursing role.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Although the set Goal was met for this SLO, the 4% Neutral response is concerning because it could mean that graduates are not confident in their ability to carry out nursing management duties.

Last year's Trad PN graduates scored 96.67% based on survey data.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:
Faculty will investigate ways to improve instruction and class/lab/clinical opportunities to increase improve student's ability and promote confidence as the graduate enters the nursing workforce.

Due to limited response on surveys, Faculty will investigate better methods of gathering data to better measure this SLO.
Person responsible for modifications:
Rhonda Browning

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No
Academic Departments and Programs
Associate in Arts and Sciences

ORAL AND WRITTEN COMMUNICATION: Develop a thesis and support it

Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will develop a thesis and support it with an adequate and unified discussion.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
60.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
43.00

Offsite Instructional Delivery :
78.00

Traditional/Hybrid Instructional Delivery :
59.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Research Paper
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will develop a thesis and support it with an adequate and unified discussion.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to isolate and maintain focus on a fully-supported thesis statement.

Student Success Improvement Goal:
A minimum of 80% of students will meet objective.

Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):
60.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
60% of students met objective.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The overall performance on this outcome did not meet the goal of 80%. However, the off-site performance was highest at 78%.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Additional instruction should be included in online courses in order for these students to better understand the purpose and importance of thesis writing.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**ORAL AND WRITTEN COMMUNICATION: Show sensitivity to a general audience**

Number:
B

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will show sensitivity to a general audience by using appropriate details, wording, and tone.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences
Cumulative Assessment Results (Numeric):
60.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
43.00

Offsite Instructional Delivery :
78.00

Traditional/Hybrid Instructional Delivery :
59.00

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Final Research Paper
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will show sensitivity to a general audience by using appropriate details, wording, and tone.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to communicate an idea that addresses the needs of a specific audience.

Student Success Improvement Goal:
80% of all students will be able to communicate an idea that addresses the needs of a specific audience.
Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):
60.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
60% of students successfully completed this outcome.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students in ENG 102 have not proven to be aware of their audiences in essay writing.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, additional tutorials and usage of virtual office hours will be used in order to communicate more effectively with students.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

ORAL AND WRITTEN COMMUNICATION: Display the capacity to write
Number: C

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will display the capacity to write using control or basic grammar and sentence structure.

Progress: Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
60.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery : 43.00

Offsite Instructional Delivery : 78.00

Traditional/Hybrid Instructional Delivery : 59.00

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Research Paper
Embedded Outcome Number: C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in English 102, students will display the capacity to write using control or basic grammar and sentence structure.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to compose a research-based essay that displays an adequate control of basic grammar and sentence structure.

Student Success Improvement Goal:
80% of students will be able to compose a research-based essay that displays an adequate control of basic grammar and sentence structure.

Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):
60.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
60% of students completed this objective successfully in ENG 102.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Students in traditional and offsite are more successful than online students using basic grammar and correct sentence structure.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Going forward, more pre-writing assessments will be used to gauge competency levels.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**ORAL AND WRITTEN COMMUNICATION:** Apply knowledge to create a Power Point presentation

**Number:**
D

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Students will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history and present the information effectively to their classmates.

**Progress:**
Completed
Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
87.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
93.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
84.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Power Point Presentation
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history and present the information effectively to their classmates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will create the Power Point presentation and present the materially orally according to the standards established by the instructor.
Student Success Improvement Goal:
80% of students will create the instructor-specific Power Point presentation.

Student Group to be Assessed:
HIS 201

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The goal was met. 87% of students were successful on this objective.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results collected for this SLO did meet goal, which is an improvement over the previous year. Instructors additional time spent covering plagiarism and citing of sources was effective.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, instructors will allow students to submit a rough draft and have the opportunity to make changes and improve performance.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
PROBLEM SOLVING: Answer problems embedded into the final exam

Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will answer problems embedded into the final exam demonstrating they are able to understand and apply computational skills, quantitative reasoning and symbolic reasoning to evaluate and solve problems systematically.

Progress: Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
64.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
67.00

Offsite Instructional Delivery:
88.00

Traditional/Hybrid Instructional Delivery:
60.00
Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Final Exam
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

In MAT 110, students will answer problems embedded into the final exam demonstrating they are able to understand and apply computational skills, quantitative reasoning and symbolic reasoning to evaluate and solve problems systematically.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will score at least a 70% or higher on the embedded exam questions.

Student Success Improvement Goal:
80% of students will achieve mastery of this competency.

Student Group to be Assessed:
MAT 110

Actual Results of Assessment (Percentage):
71.6000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Overall, 72% of MAT 110 students were able to successfully meet this objective.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Results for this student learning objective were not at the set goal of 80% of students scoring at least 70% on embedded exam questions.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will be encouraged to continually visit the math tutoring lab and to review online videos prior to taking the exam. By having more students work problems during tutoring, a greater percentage of students are projected to meet the set goal.

Re-evaluation Date:
12/10/2018

Changes made to process/modifications:

Tutoring will continue to be offered in the math lab by both instructors and student tutors.

A pre-examination assessment could be utilized to gauge the competency level of the students prior to the Final Exam. By identifying these students early they can be brought in for tutoring in order to meet objective by semester end.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No
PROBLEM SOLVING: Demonstrate an understanding of the scientific method

Number: F

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Progress: Completed

Responsible Roles:

Program: Associate in Arts and Sciences

Cumulative Assessment Results (Numeric): 87.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
Yes

Online Instructional Delivery: 100.00

Offsite Instructional Delivery: 100.00

Traditional/Hybrid Instructional Delivery: 62.00

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------

RELATED ITEM LEVEL 1

Laboratory Topic 1 Test

Embedded Outcome Number: F-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will accurately apply the concepts of the scientific method for analyzing experiments on TEST 1.

Student Success Improvement Goal:
80% of students in BIO 101 will demonstrate an understanding of the scientific method for analyzing natural phenomena through participation in laboratory topic 1.

Student Group to be Assessed:
BIO 101

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students in BIO 101 did meet the desired objective at the required rate of 80% of the students demonstrating an understanding of the scientific method.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students received more practice examples and directed to videos to supplement instruction. This translated into a higher percentage of students being able to evaluate scenarios related to the scientific method.

**Re-evaluation Date:**
9/17/2018

**Changes made to process/modifications:**

Going forward a pre-assessment will be administered in order to gauge student competency level. This will enable the instructor to identify areas on which to focus and identify students that are in need of supplemental instruction to bring them up to level.

Continue assignments of practice examples and homework sets will be administered as well as continued use of the supplemental videos.

**Person responsible for modifications:**
Melissa Plummer

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**
No

**PROBLEM SOLVING: Answer genetics problems on lab quiz**

**Number:**
G

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?**
Students will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.
Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:
97.00

Traditional/Hybrid Instructional Delivery:
90.00

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Lab Quiz Problems
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in BIO 101 will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Medelian laws.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):
80% of students will score at least a 70% or higher on the genetics lab quiz problems.

Student Success Improvement Goal:
80% of students in BIO 101 will answer genetics problems on a lab quiz demonstrating logical thinking skills as well as their knowledge of Mendelian laws.

Student Group to be Assessed:
BIO 101

Actual Results of Assessment (Percentage):
94.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
In BIO 101, 94% of students met the desired outcome demonstrating knowledge on Mendelian laws.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Results, 94%, of the SLO were above the desired outcome of 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students received more practice examples and directed to videos to supplement instruction. This translated into a higher percentage of students being able to solve Mendelian genetics problems.

Re-evaluation Date:
10/29/2018

Changes made to process/modifications:
Going forward a pre-assessment will be administered in order to gauge student competency level. This will enable the instructor to identify areas on which to focus and identify students that are in need of supplemental instruction to bring them up to level.

Students will continue to receive more practice examples and be directed to videos to supplement instruction.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PROBLEM SOLVING: Thinking Skills
Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will use a variety of thinking skills to evaluate and solve problems systematically.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Offered online only.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Final Exam
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will answer key questions on the final exam correctly.

Student Success Improvement Goal:
80% of students will use a variety of thinking skills to evaluate and solve problems systematically on the final exam in Chemistry 111.
Student Group to be Assessed:
CHM 111

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or higher (answering correctly) on the key questions on the final exam.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The supplemental chemistry problems that students are assigned in the supplemental homework provides the necessary support in helping the students reach the goal of mastering the competency.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
With the planned transition into the usage of another publisher for the chemistry text instructors will ensure that the type of support that was provided by the OWL problems will continue. The change is due to lack of student/instructor support form the current publisher.

Re-evaluation Date:
4/30/2019

Changes made to process/modifications:

Person responsible for modifications:
Katie Haigler

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
USE OF TECHNOLOGY: Documenting sources

Number: 1

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will marshal and document outside sources to support points in a written discussion.

Progress: Completed

Responsible Roles:

Program: Associate in Arts and Sciences

Cumulative Assessment Results (Numeric): 67.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
67.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

The only course offered during this year was an online section. Face-to-face section did not make.
Final Research Paper

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
In the final research paper in ENG 205, students will marshal and document outside sources to support points in a written discussion.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all students will be able to complete a research-based assignment that incorporates outside sources smoothly into the writer’s own work, correctly documenting these borrowings.

Student Success Improvement Goal:
In the final research paper in ENG 205, 80% of students will marshal and document outside sources to support points in a written discussion.

Student Group to be Assessed:
ENG 205

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students were able to marshal and document outside sources to support points in a written discussion.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Students need additional time for research to be completed.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Instructors plan to begin the research process earlier in the semester in order to provide additional examples of annotated bibliographies and to allow time for adequate research to be completed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE OF TECHNOLOGY: Apply knowledge to create a Power Point presentation
Number:
J

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:


Students will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate in Arts and Sciences

**Cumulative Assessment Results (Numeric):**
87.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

**Online Instructional Delivery :**
93.00

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**
84.00

Analyze the disaggregated data results above::

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**ASSESSMENT(S)---------------------------------------------**

**RELATED ITEM LEVEL 1**

**Power Point presentation**

**Embedded Outcome Number:**
J-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
Minimum Expected Outcome for Level of Achievement (Text):
80% of students will create the Power Point presentation according to the standards established by the instructor.

Student Success Improvement Goal:
80% of students in History 201 classes will apply knowledge to create a Power Point presentation highlighting how differing cultures helped to develop American society and history.

Student Group to be Assessed:
HIS 201

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of students were successful on this objective.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results collected for this SLO did meet goal, which is an improvement over the previous year. Instructors additional time spent reviewing plagiarism and citing sources was effective.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, instructors will allow students to submit a rough draft and have the opportunity to make changes and improve performance.
DEVELOPMENT OF INTERPERSONAL SKILLS: Understanding of modern society
Number: K

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Students will demonstrate an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam.

Progress: Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
92.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

92.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Final Exam
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in ART 101 will demonstrate an understanding of how modern society has been influenced by the past by answering an essay test question on the course final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to demonstrate in writing an understanding of how events from the past have affected the present.

Student Success Improvement Goal:
80% of students will master this competency.

Student Group to be Assessed:
ART 101

Actual Results of Assessment (Percentage):
92.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

92% of students mastered the competency.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

Students were successful and met the goal.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Instructor may want to raise the goal of achievement to further challenge students going forward.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOPMENT OF INTERPERSONAL SKILLS: Understand Spanish/Latino culture
Number: L

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate their understanding of Spanish/Latino culture and how it influences the United States by answering an essay test question on the course final exam.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
Offered online only

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Essay Test Question
Embedded Outcome Number:
L-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:


Students in SPA 101 will demonstrate their understanding of Spanish/Latino culture and how it influences the United States by answering an essay test question on the course final exam.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will be able to demonstrate in writing an understanding of how Spanish/Latino culture influences modern US culture.

**Student Success Improvement Goal:**
80% of students will master the competency.

**Student Group to be Assessed:**
SPA 101

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

All students completed the competency successfully.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**

All students were able to successfully answer the exam question regarding cultural awareness.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Going forward, faculty will incorporate videos and other OER to expand students' exposure to the topic.

Re-evaluation Date:

Changes made to process/modifications:
Instructor plans to incorporate more cultural awareness units into the course.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOPMENT OF INTERPERSONAL SKILLS: Understanding of Culture Bound Syndrome
Number:
M

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate in an essay their understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Progress:
Completed

Responsible Roles:

Program:
Associate in Arts and Sciences

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

71.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Essay
Embedded Outcome Number:
M-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students in PSY 212 will demonstrate in an essay their understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to demonstrate in writing an understanding of Culture Bound Syndrome, its symptoms, causes, and effects on individuals and on contemporary society.

Student Success Improvement Goal:
80% of students will show a mastery of this competency.

Student Group to be Assessed:
PSY 212
Actual Results of Assessment (Percentage):
71.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
71% of the PSY 212 students were able to communicate an understanding of Culture Bound Syndrome.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The objective of 80% of the students being able to communicate in writing an understanding of Culture Bound Syndrome was not met as only 71% of the students met objective.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students are not meeting with the instructor prior to turning in the assignment in order to receive feedback.

Re-evaluation Date:
4/15/2019

Changes made to process/modifications:
Going forward, all students will be required to turn in their rough draft essay prior to the final due date in order for the instructor to give feedback. Hence, instructor will be able to address with students their lack of understanding on Culture Bound Syndrome.

Person responsible for modifications:
Debbie Gideon

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?: No

Associate in Arts and Sciences Related Certificates
Certificate, Pre-Dental Hygiene Certificate*
Create and comprehend written communications
Number: A

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1
Create and comprehend written communications
Embedded Outcome Number: A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Create and comprehend written communications

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
PSY 201; ENG 101; SOC 101; ENG 102

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Listen for understanding and express views orally
Number:
FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Listen for understanding and express views orally
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Listen for understanding and express views orally

Type of Assessment:
Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENG 102

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Use a variety of critical thinking skills to evaluate and solve problems
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Use a variety of critical thinking skills to evaluate and solve problems
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use a variety of critical thinking skills to evaluate and solve problems

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
BIO 210; MAT 155; BIO 211; CHM 105; CPT 170; BIO 225
Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Practice research skills necessary to locate, analyze, and synthesize information
Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program: Certificate, Pre-Dental Hygiene Certificate*
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

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**ASSESSMENT(S)-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Have research skills necessary to locate, analyze, and synthesize information**

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Have research skills necessary to locate, analyze, and synthesize information

**Type of Assessment:**

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

**Student Group to be Assessed:**

PSY 201; ENG 101; ENG 102

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Understand contemporary social values and develop an appreciation for cultural diversity
Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:

Program:
Certificate, Pre-Dental Hygiene Certificate*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Understand contemporary social values and develop an appreciation for cultural diversity

Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand contemporary social values and develop an appreciation for cultural diversity

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
PSY 201; ENG 101; SOC 101; ENG 102; Humanities Elective

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Pre-Health Information Management*
Create and comprehend written communications
Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Create and comprehend written communications
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Create and comprehend written communications

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENG 101; PSY 201

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Listen for understanding and express views orally

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Listen for understanding and express views orally
Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Listen for understanding and express views orally

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
SPC 205

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Use a variety of critical thinking skills to evaluate and solve problems
Number:
FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Use a variety of critical thinking skills to evaluate and solve problems
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use a variety of critical thinking skills to evaluate and solve problems

Type of Assessment:
Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
AHS 104; BIO 210; BIO 211; BIO 225; MAT 120

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Have research skills necessary to locate, analyze, and synthesize information
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Have research skills necessary to locate, analyze, and synthesize information
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Have research skills necessary to locate, analyze, and synthesize information

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Understand contemporary social values and develop an appreciation for cultural diversity
Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:
Program:
Certificate, Pre-Health Information Management*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Understand contemporary social values and develop an appreciation for cultural diversity

Embedded Outcome Number:

E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand contemporary social values and develop an appreciation for cultural diversity

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

ENG 101; PSY 201; Humanities Elective

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Pre-Occupational Therapy Assistant*
Create and comprehend written communications

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Create and comprehend written communications

Embedded Outcome Number:

A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Create and comprehend written communications

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

ENG 101; PSY 201; PSY 203

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Listen for understanding and express views orally
Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Listen for understanding and express views orally
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Listen for understanding and express views orally

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
SPC 205

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Use a variety of critical thinking skills to evaluate and solve problems

Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program: Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------

RELATED ITEM LEVEL 1

Use a variety of critical thinking skills to evaluate and solve problems

Embedded Outcome Number:

C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use a variety of critical thinking skills to evaluate and solve problems

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
BIO 210; CPT 101; BIO 211; MAT 120

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Have research skills necessary to locate, analyze, and synthesize information
Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------
RELATED ITEM LEVEL 1

Have research skills necessary to locate, analyze, and synthesize information
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Have research skills necessary to locate, analyze, and synthesize information
Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENG 101; PSY 201; SPC 205

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Understand contemporary social values and develop an appreciation for cultural diversity
Number:
E

FY Start:
7/1/2017
Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:

Program:
Certificate, Pre-Occupational Therapy Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Understand contemporary social values and develop an appreciation for cultural diversity
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understand contemporary social values and develop an appreciation for cultural diversity

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):
Student Success Improvement Goal:

Student Group to be Assessed:
ENG 101; PSY 201; PSY 203; Humanities Elective

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Pre-Physical Therapist Assistant*
Create and comprehend written communications
Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Create and comprehend written communications
Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Create and comprehend written communications
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Create and comprehend written communications

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENG 101; ENG 102; PSY 201

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Listen for understanding and express views orally
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Listen for understanding and express views orally

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Listen for understanding and express views orally

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Listen for understanding and express views orally

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENG 102; SPC 205

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Use a variety of critical thinking skills to evaluate and solve problems
Number: C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use a variety of critical thinking skills to evaluate and solve problems

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Use a variety of critical thinking skills to evaluate and solve problems

Embedded Outcome Number:

C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use a variety of critical thinking skills to evaluate and solve problems

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

AHS 104; CPT 101; BIO 210; BIO 211; MAT 110

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Have research skills necessary to locate, analyze, and synthesize information
Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Have research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Have research skills necessary to locate, analyze, and synthesize information
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Have research skills necessary to locate, analyze, and synthesize information

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENG 101; ENG 102; PSY 201; SPC 205

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
Understand contemporary social values and develop an appreciation for cultural diversity

Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:

Program: Certificate, Pre-Physical Therapist Assistant*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------

RELATED ITEM LEVEL 1

Understand contemporary social values and develop an appreciation for cultural diversity

Embedded Outcome Number: E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understand contemporary social values and develop an appreciation for cultural diversity

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENG 101; ENG 102; PSY 201; PSY 203; Humanities Elective

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Public Service (USMC)*

WRITTEN COMMUNICATIONS

Number: A
FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Create and comprehend written communications

Progress:

Responsible Roles:

Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------
RELATIED ITEM LEVEL 1
Create and comprehend written communications
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Create and comprehend written communications

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENGLISH 101/102, HIS 101/102/201/202, PSY 201

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RESEARCH SKILLS
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?: 
Practice research skills necessary to locate, analyze, and synthesize information

Progress:

Responsible Roles:

Program:
Certificate, Public Service (USMC)*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Have research skills necessary to locate, analyze, and synthesize information
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Have research skills necessary to locate, analyze, and synthesize information

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:
ENGLISH 101/102, HIS 101/102/201/202, PSY 201
Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SOCIAL VALUES/CULTURAL DIVERSITY

Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Understand contemporary social values and develop an appreciation for cultural diversity

Progress:

Responsible Roles:

Program:
Certificate, Public Service (USMC)*
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------**

**RELATED ITEM LEVEL 1**

Understand contemporary social values and develop an appreciation for cultural diversity

Embedded Outcome Number:

C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand contemporary social values and develop an appreciation for cultural diversity

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

ENGLISH 101/102, HIS 101/102/201/202, PSY 201

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Sustainable Agriculture
INCREASE FARM PROFITS
Number: A

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate knowledge on how to increase farm profits through lowering input costs

Progress: Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric): 73.00

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------

RELATED ITEM LEVEL 1

SARE Research Report
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: SARE Research Report
How: SARE Rubrics
Who: Ag students
Where: AGR 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:

Students will be able to address the importance of Sustainable Agricultural Research and Education (SARE) and communicate an understanding of sustainable methods in agricultural production practices when the usage of inputs is decreased and will be able to address examples of these production practices.
Student Group to be Assessed:  
AGR 201 students

Actual Results of Assessment (Percentage):  
71.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
71% of the students scored a 70% or higher on the assessment.

Results of Assessment Date:  
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:  
The goal of 80% of the students scoring 70% or higher was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:  
The students who submitted the assigned reports were able to exhibit knowledge of sustainable agriculture research and education. They were able to give examples of SARE funded projects and how they are working toward solutions of agricultural issues. The goal was not met due to two students NOT submitting a report.

Re-evaluation Date:  
12/21/2018

Changes made to process/modifications:  
No changes, except that students will be instructed on the importance of submitting assignments.

Person responsible for modifications:  
Melissa Plummer

Progress:  
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
IPM Project - Enterprise Budget
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: IPM Project
How: IPM Rubrics (Selected Category)
Who: All Ag students
Where: AGR 205

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 85% or higher on IPM project

Student Success Improvement Goal:
Students will demonstrate knowledge of the effect of input costs and yield on farm profits.

Student Group to be Assessed:
AGR 205 Students

Actual Results of Assessment (Percentage):
75.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of the students (3 out of 4) scored 80 or higher on the IMP Project.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
75% of the students were successful in demonstrating the required knowledge concerning the
effect of input costs and yields on farm profits through the project. The addition of the project
outline did ensure that all students addressed the major steps for the project.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
12/21/2018

Changes made to process/modifications:
The student that was not successful lost most points for "correct grammar, mechanics, sentence
structure." During the initial assignment of the project, the instructor will discuss options for
grammar tutoring with the class.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

IMPROVE SOIL QUALITY
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will demonstrate methods to improve soil quality.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Sustainable Agriculture

**Cumulative Assessment Results (Numeric):**
75.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

**Online Instructional Delivery :**

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**

Analyze the disaggregated data results above:

**ASSESSMENT(S)----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Soils Capstone Lab**
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Soils Lab Reports
How: Soils Lab Rubric
Who: Ag students
Where: AGR 202

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00
Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve 70% or higher on capstone lab report

Student Success Improvement Goal:
Students will demonstrate an understanding of methods for soil quality improvement through completion of the Soils Capstone Lab.

Student Group to be Assessed:
AGR 202 Students

Actual Results of Assessment (Percentage):
75.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Our goal of 90% of the students was not met as only 75% scored 70 or higher on the Final Soils Lab Assignment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results fell short of the goal as 1 of the 4 students did not follow the assignment instructions which resulted in a score of less than 70.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
5/17/2019

Changes made to process/modifications:
No changes will be made to the assignment. Extra attention will be given to the rubric that is given to the students when the assignment is discussed.

Person responsible for modifications:
Melissa Plummer
Progress: 
Completed

Responsible Roles: 

QEP SLO(s) Assessed in this Course Activity: 
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?: 
Yes

ENVIRONMENTAL CONSERVATION METHODS
Number: 
C

FY Start:  
7/1/2017

FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?: 
Student will demonstrate environmental conservation methods

Progress: 
Completed

Responsible Roles: 

Program: 
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric): 
100.00

Cumulative Assessment Results (Text): 

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Soil Erosion Lab
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Soil Erosion Lab
How: Soil Erosion Lab Rubrics
Who: Ag students
Where: AGR 202

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on lab demonstration.

Student Success Improvement Goal:
Students will develop a lab display to demonstrate at least one negative effect of soil erosion on soil conservation and one practical way to correct the negative effect.

Student Group to be Assessed:
AGR 202 Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students scored 70 or higher on the Soil Erosion Lab Demonstration.
Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: All students scored 70 or higher on the Soil Erosion Lab Demonstration.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date: 5/17/2019

Changes made to process/modifications:
The goal will be adjusted as follows:
80% of the students will achieve 80% or higher on the lab demonstration.

Person responsible for modifications: Melissa Plummer

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: None

Was the QEP Rubric used to assess this activity?: No

INTEGRATED PEST MANAGEMENT METHODS

Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:

Students will demonstrate proficiency in implementing Integrated Pest Management methods.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Sustainable Agriculture

**Cumulative Assessment Results (Numeric):**
68.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPM Cumulative Project</td>
<td>Embedded Outcome Number: D-1</td>
</tr>
</tbody>
</table>

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: IPM Project
How: IPM Rubrics
Who: All Ag students
Where: AGR 205

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00
Minimum Expected Outcome for Level of Achievement (Text):  
80% of students will achieve 85% or higher on the cumulative project.

Student Success Improvement Goal:  
Students will demonstrate proficiency in implementing integrated pest management methods for one South Carolina crop through the cumulative project.

Student Group to be Assessed:  
AGR 205 students

Actual Results of Assessment (Percentage):  
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
50% of the students scored 85% or higher on the IPM Cumulative Project.

Results of Assessment Date:  
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:  
For the assessment of the IPM Cumulative Project, one student chose not to turn in a project and another student did not include all the required components. Therefore, the goal was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:  
12/14/2018

Changes made to process/modifications:  
Instructor will require the student to use the grading rubrics that is included in the project assignment to pre-grade their project before the presentation. This should ensure that the students include all components.

Person responsible for modifications:  
Melissa Plummer
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Plant Disease Project
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Plant Disease Project
How: Plant Disease Rubrics
Who: Ag students
Where: AGR 204

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve 70% or higher on report

Student Success Improvement Goal:
Students will be able to apply basic IPM principles to control crop plant diseases.

Student Group to be Assessed:
AGR 204 students
Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86% of the students achieved 70% or higher on the Plant Disease report exhibiting an understanding of IPM methodology to control pests.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 80% of the students scoring 70% or higher on the assessment was met.
It was due to a student not submitting a report that lowered the success rate.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students exhibited knowledge of IPM methodologies to control plant pests. Students selected a crop disease and related control methods (cultural, genetic host resistance, biological, and chemical) that are considered sustainable practices.

Re-evaluation Date:
5/17/2019

Changes made to process/modifications:
No change to evaluation.

Person responsible for modifications:
Melissa Plummer

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
AGRICULTURAL OPERATION DIVERSITY

Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will use a variety of skills to evaluate the diversity of an agricultural operation.

Progress: Completed

Responsible Roles:

Program:
Certificate, Sustainable Agriculture

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Agricultural Diversity
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Agricultural Diversity Project PPT Presentation  
How: Presentation Rubrics  
Who: Ag students  
Where: AGR 201

Type of Assessment:  
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
80.00

Minimum Expected Outcome for Level of Achievement (Text):  
80% of students will achieve 70% or higher on presentation

Student Success Improvement Goal:  
Students will develop a presentation and articulate the principles of what characterizes a diverse agricultural operation.

Student Group to be Assessed:  
AGR 201 students

Actual Results of Assessment (Percentage):  
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
100% of the students scored a 70% or higher on the assessment.

Results of Assessment Date:  
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:  
The goal of 80% of the students scoring a 70% or higher was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?  
What actions will be taken?:  

Students exhibited knowledge of agricultural diversity and how it relates to sustainable practices. Students enjoyed hearing about their classmates operations and grew professionally through giving an oral presentation.

**Re-evaluation Date:**
12/14/2018

**Changes made to process/modifications:**
No changes.

**Person responsible for modifications:**
Melissa Plummer

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?**
Yes

**Business**

**Associate Degree, Administrative Office Technology and Related Diploma**

**PERFORM BASIC OFFICE/RECEPTIONIST FUNCTIONS**

**Number:**
A

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?**
Perform basic office/receptionist functions.

**Progress:**
Completed
Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful. (Online: x=8; Traditional: x=4)

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
Yes

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:
Both online and traditional student were successful.

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Practice proper office procedures
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Accurately prepare reports, maintain records, process mail, maintain an appointment calendar, greet visitors

How: Students will complete assignments related to proper office procedures.
Who: AOT students in AOT143, Office Systems and Procedures or MGT110, Office Management

When: 1st year AOT curriculum

Where: Classroom

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement: Successful completion of projects, tests and labs.

Student Success Improvement Goal:

Student Group to be Assessed: AOT students in AOT143 or MGT110

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: All of the students were successful. (x=12)

Results of Assessment Date: Summer

Key Findings - Based on your assessment data, what factors influenced the results?: All of the students except one scored above 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Students in MGT 110 have a good understanding of proper office procedures.
Re-evaluation Date:  
8/1/2019

Changes made to process/modifications:  
No changes were made to the process.

Person responsible for modifications: 

Progress: 
Completed

Responsible Roles: 

QEP SLO(s) Assessed in this Course Activity: 
None

Was the QEP Rubric used to assess this activity?: 

USE COMPUTER SKILLS  
Number:  
B

FY Start:  
7/1/2017

FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:  
Use computer skills.

Progress:  
Completed

Responsible Roles: 

Program:  
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):  
67.00

Cumulative Assessment Results (Text):
67% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

<table>
<thead>
<tr>
<th>Delivery Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Instructional Delivery</td>
</tr>
<tr>
<td>Offsite Instructional Delivery</td>
</tr>
<tr>
<td>Traditional/Hybrid Instructional Delivery</td>
</tr>
</tbody>
</table>

Analyze the disaggregated data results above:

**ASSESSMENT(S)---------------------------------------------------------------**

<table>
<thead>
<tr>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate proficiency with Microsoft Office, proofread and edit documents, use the Internet for research</strong></td>
</tr>
<tr>
<td>Embedded Outcome Number: B-1</td>
</tr>
</tbody>
</table>

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Demonstrate proficiency with Microsoft Office, proofread and edit documents, use the Internet for research

How: Students will complete assignments related to the learning objective.

Who: AOT students in MGT 290 SCWE in Management

When: 2nd year AOT curriculum

Where: Employer site and classroom

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Successful completion of an Excel spreadsheet and a Word document created using Internet research.

Student Success Improvement Goal:

Student Group to be Assessed:
AOT students in AOT210 or MGT290

Actual Results of Assessment (Percentage):
67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students were successful. (x=3)

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
This was a small group, three students. One student did not complete part of the internship requirements.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since this was a small group, no conclusions can be drawn. The students who completed the requirements did well.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
We will continue to monitor, and if we have issues in the future with students who do not complete all of the internship requirements, we will look at the process to see if changes are needed.

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PROFESSIONAL ATTRIBUTES (SOFT SKILLS)
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional attributes (soft skills).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
67.00

Cumulative Assessment Results (Text):
67% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate professional attributes
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Show professionalism, learn workplace protocol, time management, demonstrate knowledge of workplace ethics, demonstrate problem-solving skills, demonstrate effective communication skills.

How: Internship evaluation: Students will demonstrate professional traits at an employer site

Who: Students in MGT 290, SCWE in Management

When: 1st and 2nd year AOT curriculum

Where: Learning lab and employer site

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of internship. Acceptable rating on final supervisor evaluation.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in MGT290

**Actual Results of Assessment (Percentage):**
67.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
67% of student were successful. (x=3)

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Two of the three students were successful.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
This was a small group, so no conclusions can be drawn. The students who completed the requirement did well.

**Re-evaluation Date:**
8/1/2019

**Changes made to process/modifications:**
We will continue to monitor, and make changes if necessary.

**Person responsible for modifications:**
Debra Jones

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Summative Assessment of All 3 QEP SLOs in Capstone Course

**Was the QEP Rubric used to assess this activity?:**
No
DEVELOP INTERPERSONAL SKILLS

Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Develop interpersonal skills.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Administrative Office Technology and Related Diploma

Cumulative Assessment Results (Numeric):
67.00

Cumulative Assessment Results (Text):
67% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Practice interpersonal skills through interaction with others at an employer site
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Show flexibility, initiative and the ability to cooperative work with others; develop team building skills

How: Students will practice interpersonal skills through interaction with others at an employer site

Who: Students in AOT270, SCWE in Administrative Office Technology or MGT290, SCWE in Management

When: AOT 2nd year curriculum

Where: Internship at an employer site

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of internship.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in AOT270 or MGT290

Actual Results of Assessment (Percentage):
67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
67% of students were successful. (x=3)
**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Two of three students were successful. One student did not complete all of the requirements.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Since this was a small group, no conclusions can be drawn. The students who completed the requirements have good interpersonal skills.

**Re-evaluation Date:**
8/1/2019

**Changes made to process/modifications:**
No changes were made but we will monitor the process and make changes if necessary.

**Person responsible for modifications:**
Debra Jones

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**

**DEMONSTRATE PRE-EMPLOYMENT SKILLS**

**Number:**
E

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate pre-employment skills.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Administrative Office Technology and Related Diploma

**Cumulative Assessment Results (Numeric):**
67.00

**Cumulative Assessment Results (Text):**
67% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)---------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

Create a resume, cover letter, follow-up letter, demonstrate proper interviewing skills

**Embedded Outcome Number:**
E-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Create a resume, cover letter, follow-up letter, demonstrate proper interviewing skills

How: Students will complete a professional portfolio and a mock interview
Who: Students in MGT 290, SCWE in Management

When: 2nd year AOT curriculum

Where: AOT classroom, mock interview site

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Successful completion of assignments and interview.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in MGT 290

Actual Results of Assessment (Percentage):
67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

67% of students were successful. (x=3)

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Two of three students were successful. One student did not complete the Portfolio assignment. All students completed the Mock Interview and did well.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Since this was a small group, no conclusions can be drawn.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
We will continue to monitor the process and make changes if necessary.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Business Administration: Accounting
AQUIRE KNOWLEDGE OF BASIC ACCOUNTING PROCESS
Number: A
FY Start: 7/1/2017
FY End: 6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of basic accounting processes.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting
Cumulative Assessment Results (Numeric):
82.00

Cumulative Assessment Results (Text):
82% of ACC 101 students earned a score of 70 or better on this exam.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
90.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
79.00

Analyze the disaggregated data results above:
Online students did better than campus students, possibly due to smaller numbers of online students.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate basic accounting terminology and flow of accounting process
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate basic accounting terminology and flow of accounting process.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.
Student Success Improvement Goal:

Student Group to be Assessed:
Students in ACC101

Actual Results of Assessment (Percentage):
82.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82% of ACC 101 students completed the Exam with a grade of 70 or better.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No
PREPARE GENERAL LEDGER

Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Prepare a general ledger.

Progress:

Responsible Roles:

Program: Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric): 88.00

Cumulative Assessment Results (Text): 88% of students in ACC 101 earned a score of 70 or better on this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery: 91.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 87.00

Analyze the disaggregated data results above: Online and on-campus students did similarly on this assessment.
Prepare chart of accounts, analyze accounting transactions, prepare journal entries and post to ledgers.
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Analyze accounting transactions, prepare journal entries and post to ledgers. How: Practice Set Project: Students will be given specific information on how to analyze transactions and journalize and post to a general ledger, and will be required to show extensive mastery of these within the project. Who: Students enrolled in ACC101, Accounting Principles I When: 1st year ACC curriculum. Where: Classroom

The practice set is no longer given in ACC 101. The new assessment for this SLO is a quiz on journalizing and posting.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC101

Actual Results of Assessment (Percentage): 88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 88% of the ACC 101 students earned a score of 70 or better on this assessment.
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RECONCILE ACCOUNTS
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Reconcile accounts.

Progress:

Responsible Roles:
Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
87.00

Cumulative Assessment Results (Text):
87% of students in ACC 240 earned a score of 70 or better on the reconciling project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
87.00

Analyze the disaggregated data results above:
N/A

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Reconcile accounts
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Reconcile accounts.

How: Practice Project: Students will be given in depth instructions and information how to prepare and reconcile accounting data.

Who: Students enrolled in ACC 240, Computerized Accounting

When: 2nd year ACC curriculum.

Where: Classroom
Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will complete assignments with a grade of 70 C or better

Student Success Improvement Goal:

Student Group to be Assessed:
ACC 240

Actual Results of Assessment (Percentage): 87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 87% of ACC 240 earned a score of 70 or better on project #6.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PREPARE MANUAL/COMPUTERIZED FINANCIAL STATEMENTS
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Prepare manual/computerized financial statements.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of ACC 201 students passed this exam with a score of 70 or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00
ASSESSMENT(S)-----------------------------------------------------------
RELATED ITEM LEVEL 1

Prepare a proper and complete income statement.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Prepare a proper income statement

How: Exam: Students will be given procedures on completing the income statement and will need to show understanding of concepts as well as practical preparation of the statement given an adjusted trial balance.

Who: Students enrolled in ACC201, Intermediate Accounting I

When: 2nd year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC201

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students passed this assessment with a score of 70 or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PREPARE FEDERAL & STATE FORMS

Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Prepare federal and state forms.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
88.00

Cumulative Assessment Results (Text):
88% of the students in ACC 124 earned a score of 70 or better on a tax return project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
88.00

Analyze the disaggregated data results above:
N/A

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Prepare federal and state income tax forms.

Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare federal and state income tax forms.
How: Tax return project, where students are given multiple returns to complete. (This metric was changed as the IRS does not allow VITA certification for non-VITA volunteers.)

Who: Students in ACC124, Individual Tax Procedures

When: 1st year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will earn a C or better on this assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC124

Actual Results of Assessment (Percentage):
88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of the ACC 124 students earned a score of 70 or better on Project #1.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?: 
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

USE COST ACCOUNTING TECHNIQUES
Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use cost accounting techniques.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
87.00

Cumulative Assessment Results (Text):
87% of students in ACC 102 passed this exam with a score of 70 or better.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
80.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
92.00

Analyze the disaggregated data results above:
Two students in the online section copied this project/assessment and were given a score of zero. All other online students performed similarly to non-online students.

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1

Basic job costing methods.
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate basic job costing methods.

How: Exam

Who: Students in ACC102, Accounting Principles II

When: 1st year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC102

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of the students in ACC 102 earned a score of 70 or better on this assessment.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
ANALYZE FINANCIAL STATEMENTS.
Number: G
FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Analyze financial statements.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students earned a score of 70 or better on this Excel Project #2 on analyzing financial statements.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:
N/A
Calculate and interpret financial ratios.

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Calculate and interpret financial ratios. How: Exam--this was changed to the Excel Project #2. Who: Students enrolled in ACC201, Intermediate Accounting I When: 2nd year ACC curriculum Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC201

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students earned a score of 70 or better on Excel Project #2.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found.
Develop Supportable Conclusions - What do you plan to do to improve student learning? 
What actions will be taken?:
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DEMONSTRATE KNOWLEDGE OF ACCOUNTING TOOLS
Number: H

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of accounting tools.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric): 93.00

Cumulative Assessment Results (Text):
93% of students in ACC 150 earned a score of 70 or better on the payroll register exam problem.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
92.00

Analyze the disaggregated data results above:
Online and campus students performed similarly.

ASSESSMENT(S)---------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Calculate basic business math, use touch system adding machine/calculator, prepare schedules.
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Calculate basic math, use touch system adding machine/calculator, and prepare schedules.

How: Exam: Students will demonstrate their ability and understanding of basic accounting tools through preparation of a payroll register, calculating paycheck information, and utilizing the classroom adding machines.

Who: Students enrolled in ACC150, Payroll Accounting

When: 2nd year ACC curriculum

Where: Classroom
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed: ACC150

Actual Results of Assessment (Percentage): 93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 93% of students in ACC 150 earned a score of 70 or better on this Exam Problem.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?: No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

USE COMPUTER SKILLS
Number:
I

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use computer skills to demonstrate accounting principles.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
77.00

Cumulative Assessment Results (Text):
77% of ACC 240 students earned a score of 70 or better on this project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
77.00
Analyze the disaggregated data results above: N/A

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Use of computer to accomplish accounting tasks, make regular backups, use applications (software) that is used in the industry.

Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Use a computer to make regular backups, use applications (software) that is used in the industry.

How: Peachtree Project: Students will be required to demonstrate their understanding and ability to use common general ledger software to complete a project.

Who: Students enrolled in ACC240, Computerized Accounting

When: 2nd year ACC curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete the project with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC240

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
77% of students successfully completed Project #2 in ACC 240.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
No major deficiencies were found, however a higher success rate would be desirable.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Student success rates are within established goals but could be higher. The educational software and access to tutors for this class has been increased.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DEVELOP/USE BUSINESS COMMUNICATION SKILLS
Number: J

FY Start:
7/1/2017

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Develop/use business communication skills.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students successfully communicated with clients in their internship.

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
N/A

ASSESSMENT(S)----------------------------------------------------------
RELATED ITEM LEVEL 1

Communicate (professionally) with a client
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Communicate (professionally) with a client. How: VITA/Internship: Students will complete an internship for the VITA (tax preparation) program whereby they interact with clients
in the local community. Who: Students enrolled in ACC275, Special Topics in Accounting--ACC 275 is no long offered, students now take MGT 290. When: 2nd year ACC curriculum Where: Classroom/communit

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will complete assignments with a grade of 70 C or better.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ACC275

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**
100% of the students successfully communicated with clients within their internship.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**
No major deficiencies were found.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?**
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

**Re-evaluation Date:**
Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

DEMONSTRATE PROFESSIONALISM
Number:
K

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism.

Progress:

Responsible Roles:

Program:
Associate Degree, Business Administration: Accounting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students successfully showed professionalism in their internship.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery:
100.00
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::
N/A

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Assume responsibility and perform duties in a professional manner, interact with clients, learn time management and how to prioritize tasks.
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Assume responsibility and perform duties in a professional manner, interact with clients, learn time management and how to prioritize tasks. How: VITA/Internship: Students will complete an internship for the VITA (tax preparation) program whereby they interact with clients in the local community. Internships may include non-VITA organizations. Who: Students enrolled in ACC275, Special Topics in Accounting--ACC275 is no longer offered; student now take MGT 290. When: 2nd year ACC curriculum Where: Classroom/local community

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete assignments with a grade of 70 C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
ACC275

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
100% of students successfully show professionalism in their internship.

Results of Assessment Date:  
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:  
No major deficiencies were found.

Develop Supportable Conclusions - What do you plan to do to improve student learning?  
What actions will be taken?:  
Student success rates are within established goals, the department will continue to provide support as needed to correct deficiencies.

Re-evaluation Date:  

Changes made to process/modifications:  

Person responsible for modifications:  

Progress:  

 Responsible Roles:  

 QEP SLO(s) Assessed in this Course Activity:  
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:  
No

Associate Degree, Business Administration: Enterprise Management and Related Certificates  
DEVELOP LEADERSHIP/MANAGEMENT SKILLS  
Number:  
A

FY Start:  
7/1/2017
FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Develop management skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful.

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------------------
	RELATED ITEM LEVEL 1

Acquire decision making, coaching and conflict resolution skills, employee relations
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Acquire decision making, coaching and conflict resolution skills, employee relations
How: internship supervisor evaluation; students will do an internship at an employer site.

Who: Students in MGT 290, SCWE in Management

When: 2nd year Business curriculum

Where: Classroom/Simulation

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will complete requirements with 70% C or better grade.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
MGT 290

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All of the students were successful. (x=12)

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students score high on supervisor evaluations.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Business students have good decision making skills, can resolve conflicts, and get along with co-workers.

Re-evaluation Date:  
8/1/2019

Changes made to process/modifications:  
No changes were made to the process but we will monitor and make changes if necessary.

Person responsible for modifications:  
Debra Jones

Progress:  
Completed

Responsible Roles:  

QEP SLO(s) Assessed in this Course Activity:  

Was the QEP Rubric used to assess this activity?:  

DEMONSTRATE MARKETING SKILLS
Number:  
B

FY Start:  
7/1/2017

FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:  
Demonstrate marketing skills.

Progress:  
Completed

Responsible Roles:  

Program:  
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
90% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
84.00

Analyze the disaggregated data results above:
Online students were more successful (x=10). Traditional students were not as successful, but the sample size was larger (x=19).

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Collect marketing data, develop sales skills
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to collect marketing data, develop sales skills.

How: Quizzes: Students will complete a marketing plan related to the learning objectives.

Who: Students in MKT101, Marketing

When: 1st year Business curriculum

Where: Classroom
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete Marketing Plan with a 70% C or better grade.

Student Success Improvement Goal:

Student Group to be Assessed:
MKT101

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students were successful. (x=29)

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Five students scored in the 70-79 range. Three students did not complete the assignment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Most students who do the assignment, do well with it.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
We have not made any changes but we will continue to monitor the process and provide support for students who may struggle with this assignment, failing to complete it.
Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE AN UNDERSTANDING OF ACCOUNTING PRINCIPLES

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of accounting.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
76.00

Cumulative Assessment Results (Text):
76% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes
Online Instructional Delivery:
74.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
78.00

Analyze the disaggregated data results above:
Results from online and traditional students were similar. (Online: x=31; Traditional: x=32). Most of the students who did not complete the assignment were online students.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Analyze and understand financial statements.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Understand and analyze accounting statements.

How: Assignment related to financial statements

Who: Students in BUS 101, Introduction to Business

When: 1st year Business curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete assignments with a 70% C or better.
Student Success Improvement Goal:

Student Group to be Assessed:
BUS 101

Actual Results of Assessment (Percentage):
76.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
76% of students were successful. (x=63)

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
12 out of 63 students did not complete the assignment. The students who completed it did well.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students have a good understanding of financial statements.

Re-evaluation Date:

Changes made to process/modifications:
Since results were above the benchmark, we did not make any changes to the process. We will continue to monitor the process and provide support for students who may struggle with this assignment, failing to complete it.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:

UNDERSTAND PERSONAL FINANCE
Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Develop personal finance skills.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
50.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
53.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
48.00

Analyze the disaggregated data results above:
53% of online students were successful, while 48% of traditional students were successful. (Online: x=15; Traditional: x=29)
Develop budgeting skills, understand personal finance/credit, manage credit, calculate amortization, depreciation and interest

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Develop budgeting skills, understand personal finance/credit, manage credit, calculate amortization, depreciation and interest.


Who: Students in BAF 101, Personal Finance

When: 1st year Business curriculum Where: Classroom/Lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will receive a grade of C or better on all assignments.

Student Success Improvement Goal:

Student Group to be Assessed:
BAF 101

Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of students were successful. (x=44)
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

13 out of 44 students did not complete the assignment. 11 of the 13 were students in a traditional class. Of the students who completed the assignment, most scored at least 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students who complete the assignment do well.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:

We have created a lab that students can use to get help with assignments. We will continue to monitor the process and provide support for students who may struggle with this assignment, failing to complete it.

We will look at replacing this assignment with several homework assignments that measure the same skill set.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

DEVELOP COMPUTER SKILLS

Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Develop computer skills.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric): 50.00

Cumulative Assessment Results (Text): 50% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery: 43.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery: 64.00

Analyze the disaggregated data results above:
Students in a traditional classroom were more successful than online students. (Traditional: x=11; Online: x=23)
RELATED ITEM LEVEL 1

Use industry standard software to develop computer skills
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Use industry standard software to demonstrate skills.

How: Complete a comprehensive Excel spreadsheet.

Who: Students in MGT 206, Management Spreadsheets

When: 1st year Business curriculum

Where: Classroom/Lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete all assignments and receive 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT 206

Actual Results of Assessment (Percentage):
50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of students were successful. (x=34)
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Traditional students were more successful than online students. 8 students did not complete the assignment. 6 of the 8 were online students.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students have some difficulty with Excel. Online students may struggle more than students who take the class in a traditional class setting.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
We have created a lab that students can use to get help with assignments. We will continue to monitor the process and provide support for students who may struggle with this assignment, failing to complete it.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DEVELOP ACCOUNTABILITY SKILLS
Number:
F

FY Start:
7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Demonstrate accountability skills.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Organize work, prioritize, and take ownership of problems
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to manage time, organize work, prioritize, and take ownership of problems.
How: Supervisor evaluation: students will be evaluated by an internship supervisor.

Who: Students in MGT 290, SCWE in Management

When: 2nd year Business curriculum

Where: Employer site

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will complete all assignments and receive 70% C or better.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
MGT 290

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All students were successful. (x=12)

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students receive high marks in supervisor evaluations.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students are able to prioritize and organize work. They are able to take ownership of problems.
Re-evaluation Date:  
8/1/2019

Changes made to process/modifications:  
No changes were made to the process but we will monitor and make changes if necessary.

Person responsible for modifications:  
Debra Jones

Progress:  
Completed

Responsible Roles:  

QEP SLO(s) Assessed in this Course Activity:  
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:  
No

DEMONSTRATE PROFESSIONALISM  
Number:  
G

FY Start:  
7/1/2017

FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:  
Demonstrate professionalism.

Progress:  
Completed

Responsible Roles:  

Program:  
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):  
100.00
Cumulative Assessment Results (Text):
All students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate interviewing skills, work ethic, appropriate dress, stress management techniques, professional conduct, how to conduct themselves in a diverse work environment
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate interviewing skills, work ethic, appropriate dress, stress management techniques, professional conduct, how to conduct themselves in a diverse work environment.

How: Work Experience (Internship): Students will complete a mock interview.

Who: Students in MGT 290, SCWE in Management

When: 2nd year Business curriculum.

Where: Local businesses/Industry

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete the assignment with a 70% C or better in the class.

Student Success Improvement Goal:

Student Group to be Assessed:

MGT 290

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All of the students were successful. (x=12)

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Most students scored high in the mock interview. One student scored 79 because he scored 3 out of a possible 4 on most the categories he was evaluated on.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students do well with assignment, showing appropriate interviewing skills.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
No changes were made to the process but we will monitor and make changes if necessary.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATE EFFECTIVELY

Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate effective skills in listening, writing, and technology and identify chain of command

Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to listen effectively, create professional business correspondence, use business technology, and identify chain of command.

How: Supervised internship: students will practice these skills at an employer site.

Who: Students in MGT290, SCWE in Management.

When: 2nd year Business curriculum.

Where: Local industry

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete the assignments with a grade of 70% C or better.

Student Success Improvement Goal:

Student Group to be Assessed:
MGT290
Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students were successful. (x=12)

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scores were high in these areas.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Business students can demonstrate effective communication skills.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
No changes were made to the process but we will monitor and make changes if necessary.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

DEVELOP TEAMWORK SKILLS
Number:
I

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Develop teamwork skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Business Administration: Enterprise Management and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Participate in teams and support team members, use creativity for idea generation, and participate in cross-training
Embedded Outcome Number:
I-1
**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Learn how to participate in teams and support team members, use creativity for idea generation, and participate in cross-training.

How: Computer simulation: Students will participate in a decision-making team during a computer simulation assignment.

Who: Students in MGT 221, Operations Management II.

When: 2nd year Business curriculum

Where: Classroom

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: 70% of students will complete the assignments with a grade of 70% C or better.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
MGT 221

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
All of the students were successful. (x=11)

**Results of Assessment Date:**
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:

Students did well with this assignment. One student did not complete two of the simulations. One student scored 75% on his team participation.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Most business students are able to work with a team to get things done.

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
No changes were made to the process but we will monitor and make changes if necessary. We will look for ways to prevent poor participation in team exercises.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE UNDERSTANDING OF BUSINESS LAW CONCEPTS
Number:
J

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of basic business law concepts.

Progress:
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Business Administration: Enterprise Management and Related Certificates

**Cumulative Assessment Results (Numeric):**
88.00

**Cumulative Assessment Results (Text):**
88% of students were successful.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

**Online Instructional Delivery:**
71.00

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
94.00

Analyze the disaggregated data results above: Students in the classroom did better with the assignment than those who took the course online. (Online: x=7; Traditional: x=17) The online class was a smaller sample and may not be representative of all online students.

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**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

**Understand business legal structures, labor laws, employee/employer rights.**

**Embedded Outcome Number:**
J-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Learn labor laws, collection laws, employee/employer rights.
How: Students will be required to complete a quiz related to the learning objective.

Who: Students in MGT201, Human Resource Management

When: 2nd year Business curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: 70% of students will complete assignments with a grade of 70% C or better

Student Success Improvement Goal:

Student Group to be Assessed:
MGT201, Human Resource Management

Actual Results of Assessment (Percentage):
88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of students were successful. (x=24)

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Three students scored 60% or less on this assignment. 17 out of 24 students scored at least 90%.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Most of our business students have a good understanding of laws that affect business.
Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
No changes were made to the process but we will monitor and make changes if necessary.

Person responsible for modifications:
Debra Jones

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

Certificate, entrepreneurship Certificates
DEVELOP A BUSINESS PLAN
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Develop a business plan

Progress:

Responsible Roles:

Program:
Certificate, entrepreneurship Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Write a business plan
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Research a business idea and use the information to create a road map for developing this idea into a business.

How: Students will use their research, computer, and analytical skills to write a complete business plan for the business idea they choose.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on Business Plan.

Student Success Improvement Goal:
Student Group to be Assessed:
Students in BUS 120, Business Plan

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EMPLOY BUSINESS TERMS AND TACTICS WITHIN THE SMALL BUSINESS ENVIRONMENT

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Employ business terms and tactics within the small business environment

Progress:
Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate an understanding of business terms and strategies.

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:


How: Students will run several business simulations.

Who: Students in BUS 116, Business Opportunity Analysis

When: 1st Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
70% of students will show continuous improvement (score C or better) in running simulated business ventures.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 116, Business Opportunity Analysis

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP A MARKETING PLAN

Number:
C

FY Start:
7/1/2017
Description - What will the student know or be able to do upon completion of the program?:
Develop a marketing plan

Progress:

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------

RELATED ITEM LEVEL 1
Create a marketing plan.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Collect and analyze marketing data.

How: Marketing Plan: Students will develop a marketing plan that will include a marketing budget.

Who: Students in BUS 120, Business Plan

When: 2nd (spring) semester Entrepreneurship Certificate curriculum

Where: Classroom
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete Marketing Plan with a 70% C or better grade.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120, Business Plan

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ANALYZE AND RESOLVE PROBLEMS INVOLVING FINANCE
Number:
D

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Analyze and resolve problems involving finance.

Progress:

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------

RELATED ITEM LEVEL 1

Determine how much money is needed to start a business and how to get the funds needed.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Calculate and describe how much money is needed to start a business and how the money will be used

How: Students will prepare a Source and Use of Funds Statement
Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on this assignment.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PERSONAL QUALITIES NEEDED TO FUNCTION EFFECTIVELY WITH INDIVIDUALS IN SUPERVISION, EVALUATION, AND CONTROL
Number: E

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate personal qualities needed to function effectively with individuals in supervision, evaluation, and control

Progress:

Responsible Roles:

Program: Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate effective supervision, evaluation, and control of subordinates
Embedded Outcome Number:
E-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to effectively supervise, evaluate and control subordinates in the workplace

How: Students will complete a series of scenario-based simulations related to supervision, evaluation and control of subordinates

Who: Students in MGT101, Principles of Management

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the simulations

Student Success Improvement Goal:

Student Group to be Assessed:
Entrepreneurship students in MGT101, Principles of Management

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
DEMONSTRATE KNOWLEDGE OF CURRENT LEGAL ISSUES INVOLVED IN STARTING AND OPERATING A BUSINESS

Number: F

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Demonstrate knowledge of current legal issues involved in starting and operating a business

Progress:

Responsible Roles:

Program: Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate understanding of current legal issues involved in starting and operating a small business

Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Evaluate different forms of business ownership and address other legal matters required to start a business.

How: Students will evaluate the advantages and disadvantages of the different forms of business ownership and choose the form that is best for their business. They will also determine the form of business ownership they anticipate in the future. They will also determine the licenses and permits needed for their business. This information will be included in the Business Plan.

Who: Students in BUS 120, Business Plan

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will score 70% C or better on legal issues section of Business Plan.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in BUS 120 (Business Plan)

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP EFFECTIVE COMMUNICATION TO ADMINISTER POLICY BOTH INTERNALLY AND EXTERNALLY

Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Develop effective communication to administer policy both internally and externally.

Progress:

Responsible Roles:

Program:
Certificate, Entrepreneurship Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

<table>
<thead>
<tr>
<th>ASSESSMENT(S)</th>
<th>RELATED ITEM LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively to administer policy both internally and externally</td>
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Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Demonstrate understanding of effective communication skills dealing with internal customers and external customers.

How: Students will complete Customer Service Certification.

Who: Students in MKT 135, Customer Service Techniques

When: 2nd Semester Entrepreneurship Certificate Curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will pass certification exam.
Student Success Improvement Goal:

Student Group to be Assessed:
MKT 135, Customer Service Techniques

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Logistics
DEVELOP WAREHOUSE SUPERVISION SKILLS
Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the ability to supervise a warehouse operation.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
There were no students in the LOG certificate program during the 2017-2018 academic year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------

RELATED ITEM LEVEL 1

Acquire decision making, coaching, conflict resolution skills, and employee relationship management skills
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate decision making, coaching, conflict resolution skills, and employee relationship management skills

How: Students will successfully complete a series of management decision-making simulations

Who: LOG Students in MGT101, Principles of Management

When: 1st semester Logistics curriculum
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the simulations.

Student Success Improvement Goal:

Student Group to be Assessed:
Logistics students in MGT101

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
There were no students in the LOG certificate program during the 2017-2018 academic year.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate knowledge of shipping and receiving procedures
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate proper procedures for shipping and receiving items in a warehouse

How: Students will successfully complete a project

Who: Students in LOG110, Introduction to Logistics

When: 1st semester Logistics curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the project

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG110, Introduction to Logistics

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
There were no students in the LOG certificate program during the 2017-2018 academic year.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF WAREHOUSE EQUIPMENT
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the ability to operate and maintain equipment commonly found in warehousing.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
There were no students in the LOG certificate program during the 2017-2018 academic year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Ensure that equipment is correctly operated and maintained
Embedded Outcome Number:
B-1
What: Student will apply learned knowledge regarding warehouse equipment to operate and maintain equipment that is commonly found in a warehouse

How: Students will successfully complete a series of relevant labs

Who: Students in LOG 113, Material Handling Technology

When: 2nd semester Logistics curriculum

Where: Classroom/Simulation

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the labs.

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG 113, Material Handling Technology

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
There were no students in the LOG certificate program during the 2017-2018 academic year.
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

DEVELOP CUSTOMER SERVICE SKILLS
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of customer order requirements.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
There were no students in the LOG certificate program during the 2017-2018 academic year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate customer service skills

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will demonstrate the ability to schedule and monitor shipments to ensure prompt delivery

How: Students will successfully complete a customer service certification

Who: Students in LOG235, Traffic Management

When: 2nd semester Logistics curriculum

Where: Classroom/Simulation
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 70% of students will successfully complete the project

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG235, Traffic Management

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
There were no students in the LOG certificate program during the 2017-2018 academic year.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Logistics

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
There were no students in the LOG certificate program during the 2017-2018 academic year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Demonstrate the ability to communicate with warehouse personnel, customers and suppliers in a supply chain
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Learn how to prepare written and oral reports, identify chain of command, identify communication channels, communicate on the level of the receiver, professional conduct, how to conduct themselves in a diverse work environment.

How: Students will complete a project that requires communication with warehouse personnel, customers and suppliers

Who: Students in LOG235, Traffic Management

When: 2nd year Logistics curriculum

Where: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete the project with a 70% (C or better).

Student Success Improvement Goal:

Student Group to be Assessed:
Students in LOG235, Traffic Management

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

There were no students in the LOG certificate program during the 2017-2018 academic year.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
8/1/2019

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:

Computer Technology
Associate Degree, Computer Technology - Network Security and Information Assurance
CLIENT COMPUTING AND USER SUPPORT
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in client computing and user support.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
75.00

Cumulative Assessment Results (Text):
75% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; troubleshooting, diagnostic testing and repair of identified computer problems. This included the demonstration of appropriate soft skills when working with customers.

There were 14 initial student participants in this assessment. 3 students withdrew from the course after the Add/Drop Period. There was a 7% increase in enrollment from last year. CPT 209 is now only offered during the Fall semester.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in CPT 209
How: Students will demonstrate troubleshoot strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of the students will successfully complete troubleshooting strategies in the capstone project.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting strategies while completing PC Repair services within a lab environment.

Student Group to be Assessed:
Seniors in CPT 209

Actual Results of Assessment (Percentage):
75.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; troubleshooting, diagnostic testing and repair of identified computer problems. This included the demonstration of appropriate soft skills when working with customers.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

The results of this assessment were based on lab and lecture activity performed in CPT 209 during the Fall 2017 semester. The results indicate an decrease of 1% over last year's assessment. Out of the students enrolled, we had a total of 3 that had to withdraw after the Add/Drop period due to unforeseen life circumstances that prohibited them from participating in the PC Repair Lab. We also saw where some could not complete all required 10 hours of lab due to personal conflicts.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students develop more confidence and become more successful through application of material.

Re-evaluation Date:
5/31/2019

Changes made to process/modifications:
For Fall 2018 semester, the program coordinator, Latrice Singletary, participated in the academic review of the Jean Andrews CompTia A+ book to ensure OC Tech students were prepared for the upcoming updates to the certification exam. A virtual component was also added to include students that may have personal barriers prohibiting them from participating in lab time outside of class. The actual fee for the CompTIA A+ exam will be added to the cost of the course beginning Fall 2018.

Person responsible for modifications:
Y. Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No
NETWORKING AND CONVERGENCE

Number: B

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in networking and convergence.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
86% of students scored 70% or greater on the simulated exams.

There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed the entire semester and 4 students withdrew.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:.
Yes

Online Instructional Delivery:
75.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
74.00

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lower passing rate than online delivery. It is believed that this may be in part due to the CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall semester to Spring 2018. The new certification material were delivered online, which students were introduced to new items that were presented in a more condensed presentation time and incorporated more reading for comprehension.

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate the layers, protocols and components of the OSI model in order to carry out basic network troubleshooting techniques.

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What:  TestOut Lab Practicals in IST 245
How:  Students will demonstrate the layers, protocols and components of the OSI model in order to carry out basic network troubleshooting techniques.
Who:  IST 245 students
When:  First and Second Year CPT students
Where:  Simulated lab practicals for Module 1 Test and Module 10 Test in IST 245

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of the students will successfully pass the Module exams

Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.
Student Group to be Assessed:

IST 245 Students

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

86% of students scored 70% or greater on the simulated exams.

There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed the entire semester and 4 students withdrew.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lower passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall semester to Spring 2018. The new certification material were delivered online, which students were introduced to new items that were presented in a more condensed presentation time and incorporated more reading for comprehension.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based upon last years findings, more time was given to the online delivery method and the length of video demonstrations were reduced. This resulted in more students passing with the UCertify materials and students passing the MTA Network+ certification. Yet, we are learning that this course may be best if taught over 2 semesters than 1.

Re-evaluation Date:
7/31/2019

Changes made to process/modifications:
Students will not be required to learn new certification requirements for certification exams not unless the current certification exam will be retired in less than a 6 months upon completion of course. This will give faculty and students more time to adequately prepare for changes.

Person responsible for modifications:
Y. Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

SERVERS, STORAGE AND VIRTUALIZATION
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core IT competency in servers, storage and virtualization.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students scored 70% or greater on the simulated exam.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------
RELATED ITEM LEVEL 1

Discuss and implement how virtualization (Hyper-V) could be used in a
given proposed solution.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 260

How: Students will be able to apply and implement virtualization (Hyper-V) in a given proposed solution.

Who: Second Year IT students

When: Second Year

Where: Simulated lab practicals for Module 3 Test in IST 260

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will pass the module test with 70% or better.
**Student Success Improvement Goal:**
70% of students will successfully complete and pass the simulated module tests.

**Student Group to be Assessed:**
IST 260

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored 70% or greater on the simulated exam.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results of this assessment were based on simulated lab and lecture activity performed in IST 260 course during the Fall 2017 semester.

The results reflect the student has the ability to apply knowledge acquired during the lesson to be able to complete the installation, management and configuration of Hyper-V role and system administration of Windows Server 2012R2 and Server 2016.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Actual software download of server software via Microsoft Imagine account for students to install and use for practice at home via VirtualBox has worked out tremendously in aiding students in gaining hands on experience.

**Re-evaluation Date:**
5/31/2019

**Changes made to process/modifications:**
For upcoming Fall 2018 semester students will be using UCertify and GMetrix certification prep to complete simulations and study for MTA Certification.

Person responsible for modifications:
Y. Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

TEAMWORK
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Function effectively as a member of a team to accomplish common goals.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when
working with customers.
There were 24 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario

Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of all students will successfully complete the course.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
IST 290

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 24 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary
knowledge, programming logic and user support skills to apply strategies within group environments. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Include a direct evaluation from outside professional advisory board.

Re-evaluation Date:
7/31/2019

Changes made to process/modifications:
Advisory Board members were asked to be on the review panel for professional feedback on projects and KSA's with regards to interviews and resume's.

Person responsible for modifications:
Y. Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION
Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Read and interpret technical information, as well as listen effectively to, communicate orally with, and write clearly for a wide range of audiences.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 24 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------------------- RELATED ITEM LEVEL 1
Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290
How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of all students will successfully complete the course.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
IST 290

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft
skills when working with customers.
There were 24 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies within group environments. This included the demonstration of appropriate soft skills when working with customers to develop effective communication skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Include a mock interview from outside professional advisory board.

Re-evaluation Date:
7/31/2019

Changes made to process/modifications:
Advisory Board members were asked to conduct mock interviews for professional feedback on communication and soft skills.

Person responsible for modifications:
Y. Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No
CONTINUOUS LEARNING, PROFESSIONAL, LEGAL, AND ETHICAL BEHAVIOR

Number: F

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Engage in continuous learning and research and assess new ideas and information for lifelong learning, while exhibiting professional, legal, and ethical behavior.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Network Security and Information Assurance

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
86% of students scored 70% or greater on the simulated exams. There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed the entire semester and 4 students withdrew.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
75.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
74.00

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lower passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall semester to Spring 2018. The new certification material were delivered online, which students were introduced to new items that were presented in a more condensed presentation time and incorporated more reading for comprehension.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario.

Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: RFP Final Project in IST 245

How: Students will demonstrate trouble-shooting strategies for resolving an identified end-user IT problem and implement a hardware and software configuration response to an identified scenario. Students will also demonstrate and foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for clients, for others, and for self.

Who: All CPT students

When: First and Second Year CPT students

Where: CPT Lab and various community organization where project is conducted

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will participate and successfully complete in the submission of RFP for IST 245

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
IST 245

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86% of students scored 70% or greater on the simulated exams. There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed the entire semester and 4 students withdrew.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lower passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall semester to Spring 2018. The new certification material were delivered online,
which students were introduced to new items that were presented in a more condensed presentation time and incorporated more reading for comprehension.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Based upon last years findings, more time was given to the online delivery method and the length of video demonstrations were reduced. This resulted in more students passing with the UCertify materials and students passing the MTA Network+ certification. Yet, we are learning that this course may be best if taught over 2 semesters than 1.

**Re-evaluation Date:**
5/31/2019

**Changes made to process/modifications:**
Students will not be required to learn new certification requirements for certification exams not unless the current certification exam will be retired in less than a 6 months upon completion of course. This will give faculty and students more time to adequately prepare for changes.

**Person responsible for modifications:**
Latrice Singletary

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?**
No

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**Associate Degree, Computer Technology - Programming and Related Certificates**

**DATABASE AND INFORMATION MANAGEMENT**

**Number:**
A

**FY Start:**
7/1/2017

**FY End:**
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core database and information management techniques.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
91% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 22 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Diagram a database design based upon an identified scenario.
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

WHAT: Final Exam in CPT-201, using the Oracle Academy learning management system.

HOW: Students will complete the Database Design II final exam

WHO: Second Year Programming students

WHEN: Second Year

WHERE: Final Exam CPT-201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students are expected to achieve a minimum of 70% or above on the Final Exam in the Oracle Academy Learning Management System.

Student Success Improvement Goal:
70% of students will learn how to design a database to the specifications of potential client(s).

Student Group to be Assessed:
2nd year Programming Students (CPT-201).

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

91% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 22 student participants in this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results of this assessment were based on lab and lecture activity performed in CPT.CP course curriculum.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to perform basic SQL programming and have the basic knowledge of database fundamentals.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Include a direct evaluation from industry certification testing software.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Ardelia L. Coward

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
No

PROGRAMMING AND APPLICATION DEVELOPMENT
Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in programming and application development techniques

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
82.6100000000000000000

Cumulative Assessment Results (Text):
82.61% of the students scored 70% or greater on the programming project which required the students to
demonstrate their problem solving and critical thinking skills. This project also required the students to
demonstrate the appropriate soft skills when presenting their resolutions.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Use a programming or a scripting language to solve problem.
Embedded Outcome Number:
B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

WHAT: Final Project in IST-235.

HOW: Students will use programming, app, or a scripting language to solve a problem.

WHO: Second year Programming Student

WHEN: Second year

WHERE: Final Project in IST-235.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve a 70 or better on the programming project.

Student Success Improvement Goal:

Student Group to be Assessed:
2nd year Programming Student enrolled in IST-235.

Actual Results of Assessment (Percentage):
82.61000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82.61% of the students scored 70% or greater on the programming project which required the students to demonstrate their problem solving and critical thinking skills. This project also required the students to demonstrate the appropriate soft skills when presenting their resolutions.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activities performed in CPT.CP course curriculum.

The results reflect that the student has the ability to apply knowledge acquired during the course to apply their skills to solve a programming problem.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications: Ardelia L Coward

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?: No

CONTINUOUS LEARNING
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Display the importance of research and continual learning.

Progress: Completed
Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 24 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate research skills when developing and presenting proposed solutions to problem.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project IST 290

How: Students will demonstrate research skills when developing and presenting proposed solutions to a problem.

Who: All CPT students.
When: Second Year CPT students

Where: CPT lab and various community organization where Service Learning Product is conducted.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will achieve at least 70% on the evaluation of their projects.

**Student Success Improvement Goal:**
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

**Student Group to be Assessed:**
All CPT students in IST-290.

**Actual Results of Assessment (Percentage):**
96.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 24 student participants in this assessment.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies within group environments. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Include a direct evaluation from outside professional advisory board.

Re-evaluation Date:
7/31/2019

Changes made to process/modifications:
Advisory Board members were asked to be on the review panel for professional feedback on projects and KSA's with regards to interviews and resume's.

Person responsible for modifications:
Ardelia L. Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

PROFESSIONAL, LEGAL, AND ETHICAL BEHAVIOR
Number: 
D

FY Start:
7/1/2017
FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional, legal and ethical behavior while completing projects.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 24 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate professional, legal and ethical behavior while participating on projects.
Embedded Outcome Number:
D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project IST 290

How: Students will demonstrate research skills when developing and presenting proposed solutions to a problem.

Who: All CPT students.

When: Second Year CPT students

Where: CPT lab and various community organization where Service Learning Product is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% or better on the final grading of their projects.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
All CPT students in IST 290.

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:


96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 24 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies within group environments. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Include a direct evaluation from outside professional advisory board.

Re-evaluation Date:
7/31/2019

Changes made to process/modifications:
Advisory Board members were asked to be on the review panel for professional feedback on projects and KSA's with regards to interviews and resume's.

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION SKILLS
Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate effective communication skills

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 24 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate effective communication skills for resolving an identified end-user IT problem

Embedded Outcome Number:

E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate effective communication skills for resolving an identified end-user IT problem.

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

70% of students will achieve at least a 70 or above on the evaluation of their participation

Student Success Improvement Goal:

70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.
Student Group to be Assessed:

IST 290

Actual Results of Assessment (Percentage):

96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers. There were 24 student participants in this assessment.

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies within group environments. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Include a direct evaluation from outside professional advisory board.

Re-evaluation Date:

7/31/2019
Changes made to process/modifications:
Advisory Board members were asked to be on the review panel for professional feedback on projects and KSA's with regards to interviews and resume's.

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

CONTINUOUS LEARNING

Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Display the importance of research and continual learning.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.
There were 24 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate research skills when developing and presenting proposed solutions to problem.
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate research skills when developing and presenting proposed solutions to problem.

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

70% of students will achieve at least 70% on the evaluation of their projects.

Student Success Improvement Goal:

70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:

IST 290

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 24 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to practice troubleshooting, system analysis, budgetary
knowledge, programming logic and user support skills to apply strategies within group environments. This included the demonstration of appropriate soft skills when working with customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Include a direct evaluation from outside professional advisory board.

Re-evaluation Date:
7/31/2019

Changes made to process/modifications:
Advisory Board members were asked to be on the review panel for professional feedback on projects and KSA's with regards to interviews and resume's.

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

PROFESSIONAL, LEGAL, AND ETHICAL BEHAVIOR
Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional, legal and ethical behavior while completing projects.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Computer Technology - Programming and Related Certificates

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):
96% of students scored 70% or greater on service learning project requiring students to be able to demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies. This included the demonstration of appropriate soft skills when working with customers.

There were 24 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: 
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate professional, legal and ethical behavior while participating on projects
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Service Learning Project/Senior Capstone Project in IST 290

How: Students will demonstrate professional, legal and ethical behavior while participating on projects

Who: All CPT students

When: Second Year CPT students

Where: CPT Lab and various community organization where Service Learning Project is conducted.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least 70% or better on the final grading of their projects.

Student Success Improvement Goal:
70% of students will successfully complete and practice troubleshooting, system analysis, budgetary knowledge, programming logic and user support skills to apply strategies while completing a technological solution for an organization.

Student Group to be Assessed:
IST 290

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students scored 70% or greater on service learning project requiring students to be able to
demonstrate; practice troubleshooting, system analysis, budgetary knowledge, programming logic
and user support skills to apply strategies. This included the demonstration of appropriate soft
skills when working with customers.
There were 24 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.IT and
CPT.CP course curriculums.

The results reflect the student has the ability to apply knowledge acquired during the course to
apply their skills will being able to practice troubleshooting, system analysis, budgetary
knowledge, programming logic and user support skills to apply strategies within group
environments. This included the demonstration of appropriate soft skills when working with
customers.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Include a direct evaluation from outside professional advisory board.

Re-evaluation Date:
7/31/2019

Changes made to process/modifications:
Advisory Board members were asked to be on the review panel for professional feedback on
projects and KSA's with regards to interviews and resume's.

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course
Was the QEP Rubric used to assess this activity?:
No

Certificate, Computer Network Specialist
NETWORK TROUBLESHOOTING

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate basic network troubleshooting skills.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
86% of students scored 70% or greater on the simulated exams.
There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed the entire semester and 4 students withdrew.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
75.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
74.00
Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lower passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall semester to Spring 2018. The new certification material were delivered online, which students were introduced to new items that were presented in a more condensed presentation time and incorporated more reading for comprehension.

ASSESSMENT(S)-----------------------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate basic network troubleshooting techniques.

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245

How: Students will demonstrate basic network troubleshooting techniques.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 10 Test in IST 245

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve a passing score on the TestOut Network Pro certification exam and/or Practice Modules.
Student Success Improvement Goal:
70% of students will successfully complete and pass the simulated module tests.

Student Group to be Assessed:
IST 245

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or greater on the simulated exams. There were 10 Fall 2017 student participants in this assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The enrollment of the students during the fall semester allowed for a more one on one experience. Students took advantage of tutoring services during lab times as well.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students this year are more focused and are anticipating the opportunity to take certification exams. When students have a vested interest in their success, they are more engaged.

Re-evaluation Date:
5/31/2019

Changes made to process/modifications:
Implementation of Certiport certification testing for upcoming academic year.

Person responsible for modifications:
Latrice Singletary
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

NETWORK PROTOCOLS
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate being knowledgeable of various networking protocols.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
86% of students scored 70% or greater on the simulated exams.
There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed the entire semester and 4 students withdrew.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lower passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall semester to Spring 2018. The new certification material were delivered online, which students were introduced to new items that were presented in a more condensed presentation time and incorporated more reading for comprehension.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Describe the layers, protocols and components of the OSI model.

Embedded Outcome Number:

B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 245

How: Students will describe the layers, protocols and components of the OSI model.

Who: IST 245 students

When: First and Second Year CPT students

Where: Simulated lab practicals for Module 1 Test in IST 245

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve at least a 70 or above on the indicated module exam.

**Student Success Improvement Goal:**
70% of students will successfully complete and pass the simulated module tests.

**Student Group to be Assessed:**
IST 245

**Actual Results of Assessment (Percentage):**
80.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
80% of students scored 70% or greater on the simulated exams. There were 10 student participants in this assessment.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The enrollment of the students during the fall semester allowed for a more one on one experience. Students took advantage of tutoring services during lab times as well.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students this year are more focused and are anticipating the opportunity to take certification exams. When students have a vested interest in their success, they are more engaged.

**Re-evaluation Date:**
5/31/2019

**Changes made to process/modifications:**
Implementation of Certiport certification testing for upcoming academic year.
**Person responsible for modifications:**
Latrice Singletary

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
No

**NETWORK MODELS**

**Number:**
C

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate knowledge of different networking models and topology.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Certificate, Computer Network Specialist

**Cumulative Assessment Results (Numeric):**
86.00

**Cumulative Assessment Results (Text):**
86% of students scored 70% or greater on the simulated exams.
There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed the entire semester and 4 students withdrew.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:**
Yes
Online Instructional Delivery :
75.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
74.00

Analyze the disaggregated data results above::
The results have shifted during this academic year in that the percentage of those in F2F courses actually have a lower passing rate than online delivery. It is believed that this may be in part due that the CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall semester to Spring 2018. The new certification material were delivered online, which students were introduced to new items that were presented in a more condensed presentation time and incorporated more reading for comprehension

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Differentiate among different network models, and identify the model best suited for a given scenario.

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: TestOut Lab Practicals in IST 263

How: Students will differentiate among different network models, and identify the model best suited for a given scenario.

Who: CPT 268 students

When: Second Year students

Where: Chapter 9 Test

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students will achieve at least a 70% or above on indicated module exam.

Student Success Improvement Goal: 70% of students will successfully complete and pass the simulated module tests

Student Group to be Assessed: IST 263

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 100% of students scored 70% or greater on the simulated exams. There were 8 student participants in this assessment.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: The results of this assessment were based on simulated lab and lecture activity performed in IST 263 courses during spring semester.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will being able to recognize and logically explain the various network topologies.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Spring 2019 incorporate uCertify courses to encourage students to take CompTIA Security+ certification exam.
Re-evaluation Date:
5/31/2019

Changes made to process/modifications:
Incorporation of uCertify software and coursework for Spring 2019.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

NETWORK SECURITY
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of network security in different scenarios.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Computer Network Specialist

Cumulative Assessment Results (Numeric):
86.00
Cumulative Assessment Results (Text):
86% of students scored 70% or greater on the simulated exams.
There were 39 student participants in this assessment. Out of the total number of enrollees, 35 completed
the entire semester and 4 students withdrew.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
75.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
74.00

Analyze the disaggregated data results above:
The results have shifted during this academic year in that the percentage of those in F2F courses actually
have a lower passing rate than online delivery. It is believed that this may be in part due that the
CompTIA Network+ exam materials for the course changed from TestOut to UCertify from the Fall
semester to Spring 2018. The new certification material were delivered online, which students were
introduced to new items that were presented in a more condensed presentation time and incorporated
more reading for comprehension

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Simulate a network appropriate to various security threat types, such as
firewalls and access control lists.
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student learning?:

What: Lab Practicals/Tests in IST 291

How: Students will explain methods of securing a network appropriate to various threat
types, such as firewalls and access control lists..

Who: IST 291 students
When: Second Year IT students

Where: Chapter 8 Test in IST 291

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will achieve at least a 70% or better on indicated exam.

**Student Success Improvement Goal:**
70% of students will successfully complete and pass the simulated module tests.

**Student Group to be Assessed:**

IST 291

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored 70% or greater on the simulated exams.
There were 7 student participants in this assessment.

**Results of Assessment Date:**

Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results of this assessment were based on simulated lab and lecture activity performed in IST 291 courses during spring 2018 semester. Students are responding to simulated environments in a more positive way in comparison to the previous years.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: uCertify in conjunction with GMetrix certification prep software, will be beneficial to the pass rate of students preparing for the MTA certification tests for the next academic year.

Re-evaluation Date:
5/31/2019

Changes made to process/modifications:
GMetrix test prep software will be included in course material.

Person responsible for modifications:
Latrice Singletary

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Certificate, Database
DATABASE AND INFORMATION MANAGEMENT
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core database and information management techniques.

Progress:
Completed
Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
91% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 22 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above: 

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Diagram a database design based upon an identified scenario
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

WHAT:   Final Exam in CPT-201, using the Oracle Academy learning management system.

HOW:   Students will complete the Database Design II final exam

WHO:   Second Year Programming students

WHEN:   Second Year
WHERE: Final Exam CPT-201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students are expected to achieve a minimum of 70% or above on the Final Exam in the Oracle Academy Learning Management System.

Student Success Improvement Goal:
70% of students will learn how to design a database to the specifications of potential client(s).

Student Group to be Assessed:
Database certificate students who have completed CPT-200 and CPT-201 successfully.

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 22 student participants in this assessment.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.CP course curriculum.
The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to perform basic SQL programming and have the basic knowledge of database fundamentals.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Include a direct evaluation from industry certification testing software.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

PROGRAMMING AND APPLICATION DEVELOPMENT
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in programming and application development techniques.

Progress:
Completed
Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
87.5000000000000000000

Cumulative Assessment Results (Text):

87.5% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 8 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Using a programming or scripting language to solve a problem
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

WHAT: Final Exam in CPT-203, using the Oracle Academy learning management system.

HOW: Students will complete the SQL (Structured Query Language) final exam
WHO: Database Programming Certificate students

WHERE: Final Exam CPT-203

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will achieve a 70 or better on the final exam.

Student Success Improvement Goal:
70% of the students are able to create and complete SQL commands successfully.

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.5% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 8 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results of this assessment were based on lab and lecture activity performed in CPT.CP course curriculum.
The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to perform basic SQL programming and have the basic knowledge of database fundamentals.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

DATABASE ADMINISTRATION
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of core database administration skills.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
84.2100000000000000000

Cumulative Assessment Results (Text):
84.21% of students scored 70% or greater on the final project in the Learning Management System.

There were 19 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform tasks required to administer a database, such as maintaining user accounts and performing backups

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam SAM's Microsoft Access simulation for CPT 172

How: Students will be able to perform tasks required to administer a database, such as maintaining user accounts and performing backups.

Who: DB Student

When: DB Student
Where: Final Exam SAM's Microsoft Access simulation for CPT 172

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students taking the Capstone exam will achieve a passing score on the final capstone project.

**Student Success Improvement Goal:**
70% of students will successfully complete the course with a 70% or above on their projects.

**Student Group to be Assessed:**
CPT 201

**Actual Results of Assessment (Percentage):**
84.21

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
84.21% of students scored 70% or greater on Final Exam in the Learning Management System.

There were 19 student participants in this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The results of this assessment were based on lab and lecture activity performed in CPT.CP course curriculum.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to perform basic SQL programming and have the basic knowledge of database fundamentals.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Ardelia L Coward

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
No

**DATABASE QUERIES**

**Number:**
D

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate core competency in performing database queries.

**Progress:**
Completed

**Responsible Roles:**
Program:
Certificate, Database

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
91% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 22 student participants in this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1

Produce a query which provides the exact data needed to completely answer a question
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Produce and run a successful query
How: Students will be able to produce and run a successful query which provides the exact data needed to completely answer a question
Who: DB Student
When: DB Student
Where: Final Exam for CPT 201

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will have to achieve at least 70% or better on final exam.

Student Success Improvement Goal:
Students will successfully complete the course with a 70% or above on their final exam.

Student Group to be Assessed:
CPT 201

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students scored 70% or greater on Final Exam in the Oracle Academy Learning Management System.

There were 22 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:


The results of this assessment were based on lab and lecture activity performed in CPT.CP course curriculum.

The results reflect the student has the ability to apply knowledge acquired during the course to apply their skills will be able to perform basic SQL programming and have the basic knowledge of database fundamentals.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Certificate, Webmaster
DESIGN PROCESS
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in graphical design.

Progress:
Completed
Responsible Roles:

Program:
Certificate, Webmaster

Cumulative Assessment Results (Numeric):
70.5900000000000000000

Cumulative Assessment Results (Text):

70.59% of the students scored 70% or greater on the Final Project/Presentation in the course.
There were 17 students enrolled in the course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------------

RELATED ITEM LEVEL 1

Design a web site for either personal of professional marketing needs
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Website Project for IST 226

How: Students will design a web site for either personal of professional marketing needs

Who: IST 226 Student

When: IST 226 Student
Where: Website Development Project for IST 226

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
70% of students will successfully complete the project with a grade of 70% or better.

**Student Success Improvement Goal:**
70% of students will demonstrate skill sets via various staged labs and required web development programming projects.

**Student Group to be Assessed:**
IST 226

**Actual Results of Assessment (Percentage):**
70.5900000000000000000

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**

70.59% of the students scored 70% or greater on the Final Project/Presentation in the course.

There were 17 students enrolled in the course.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?**
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate core competency in communication skills of graphical design process.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Webmaster

Cumulative Assessment Results (Numeric):
63.00

Cumulative Assessment Results (Text):
63% of the students enrolled (41 total enrollment) in the course scored 70% or higher on the Final Exam. The course was taught in multiple modes, online and traditional, with 80% (20 enrolled) of the face to face students passing with a 70% or better and 47.62% (21 enrolled) of the online students passing with a 70% or better.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
51.2

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
48.7

Analyze the disaggregated data results above:
63% of the students enrolled (41 total enrollment) in the course scored 70% or higher on the Final Exam. The course was taught in multiple modes, online and traditional, with 80% (20 enrolled) of the face to face students passing with a 70% or better and 47.62% (21 enrolled).

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate effective logical design and communication of an effective solution for programming design scenarios

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Final Exam in CPT 167

How: Students will demonstrate effective logical design and communication of an effective solution for programming design scenarios

Who: First Year Student

When: First Year Student

Where: Final Exam for CPT 167
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students will complete this course with a 70% or better.

Student Success Improvement Goal:
70% of students will successfully complete the course with a 70 or above on their projects.

Student Group to be Assessed:
CPT 167

Actual Results of Assessment (Percentage):
63.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
63% of the students enrolled (41 total enrollment) in the course scored 70% or higher on the Final Exam. The course was taught in multiple modes, online and traditional, with 80% (20 enrolled) of the face to face students passing with a 70% or better and 47.62% (21 enrolled) of the online students passing with a 70% or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:
Ardelia L Coward

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

Early Care and Education
Associate Degree, Early Care and Education and Related Certificates, Diploma
PROMOTE CHILD DEVELOPMENT AND LEARNING (NAYCE Standard 1)
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
95.550000000000000000

Cumulative Assessment Results (Text):
95.5% of students scored at least 70% on these portions of the key assessments
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

95.55%

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Case Study Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102
Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

86% (6 out of 7 students) enrolled in the course scored 70% or greater on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Going forward, faculty will monitor lab observations that focus on practical applications of making connections between prior knowledge and new learning.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The new program coordinator will work with faculty to improve lab activities and assessments to ensure students gain a broader understanding of children's characteristics and needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Demonstrate Knowledge of Children's Characteristics and Needs
Embedded Outcome Number:
A-1.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children's characteristics and needs, from birth through age 8 through Research Paper Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the student will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students (7 out of 8) scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course met or exceeded the minimum requirements of this key assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The new program coordinator will work with faculty to improve lab activities and assessments to ensure students gain a broader understanding of children's characteristics and needs.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Language Arts Activity Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Language Art Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131
Actual Results of Assessment (Percentage): 87.5%

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.5% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
87.5% of students enrolled in this course met or exceeded the minimum requirements of this portion of the key assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The new program coordinator will work with faculty to improve lab activities and assessments to ensure students gain a broader understanding of children's characteristics and needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Knowledge of Children’s Characteristics and Needs
Embedded Outcome Number:
A-1.d
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate understanding of young children’s characteristics and needs, from birth through age 8 through Thematic Unit Key Assessment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of the students enrolled in this course (9 out of 9) met or exceeded the minimum requirements of this key assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The new program coordinator will work with faculty to improve lab activities and assessments to ensure students gain a broader understanding of children's characteristics and needs.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate an understanding of the multiple influences on early development and learning.

Embedded Outcome Number:
A-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate an understanding of the multiple influences on early development and learning.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal met on this key assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The new program coordinator will work with faculty to improve lab activities and assessments to ensure students gain a broader understanding of the multiple influences on early development and learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate an understanding of the multiple influences on early development and learning.
Embedded Outcome Number:
A-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Demonstrate an understanding of the multiple influences on early development and learning.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Thematic Unit--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 243

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
100% of students scored 70% or better on this portion on the key assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:
The goal was met for this key assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
Going forward, faculty will provide students with multiple opportunities to explore different types of learning environments.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Create a challenging learning environments
Embedded Outcome Number:
A-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
90.9000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90.9% of students scored a 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will plan and provide practical experience within a self-contained classroom where students can observe learning environments that meet the needs of special needs children.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Create a challenging learning environments
Embedded Outcome Number:
A-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using developmental knowledge to create a healthy, respectful, supportive, and challenging learning environments for young children
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students (9 out of 9) scored a 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will require implementation of lessons in the actual classroom that reflect the students' knowledge and ability to provide respective and supporting learning environments.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

BUILD AND PROMOTE FAMILY AND COMMUNITY RELATIONSHIPS
(NAYCE Standard 2)
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
86.2200000000000000000

Cumulative Assessment Results (Text):
86.22% of students scored at least 70% on these portions of the key assessments

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
86.22

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
71.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
71% of students (5 out of 7) scored 70% or better on this portion of the key assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to complete a pre-designed parent interview that is used with a wide variety of parent types and family scenarios.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed: ECD 107

Actual Results of Assessment (Percentage): 81.80

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 81.8% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: Faculty will require students to provide lists of resources throughout the community that support children with specials needs, as well as their families.

Re-evaluation Date: 

Changes made to process/modifications: 

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Use Diverse Family and Community Characteristics to Promote Child Development and Learning
Embedded Outcome Number:
B-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Use Diverse Family and Community Characteristics to Promote Child Development and Learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
94.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94.4% of students scored 70% or better on this portion of the key assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to submit three community engagement activities prior to the development of the family engagement plan.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Engage Families and Communities to Promote Child Development and Learning
Embedded Outcome Number:
B-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Support and engage families and communities through respectful, reciprocal relationships

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
82.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will require students to reflect relationships observed during their classroom experience. They will then make suggestions within their case study.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Engage Families and Communities to Promote Child Development and Learning
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Support and engage families and communities through respectful, reciprocal relationships

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
94.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will be required to submit three community engagement activities prior to the development of the family engagement plan.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Involve Families and Communities in Learning
Embedded Outcome Number:
B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Involve families and communities in young children’s development and learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, students will create with parents opportunities to be involved in their child's learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 
Involve Families and Communities in Learning
Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Involve families and communities in young children’s development and learning

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 108

Actual Results of Assessment (Percentage):
94.400000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94.4% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students will be required to engage families in one of the activities recommended within their family engagement plan.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

OBSERVE, DOCUMENT, AND ASSESS STRATEGIES TO SUPPORT YOUNG CHILDREN AND FAMILIES (NAYCE Standard 3)

Number:  
C

FY Start:  
7/1/2017

FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Early Care and Education and Related Certificates, Diploma
Cumulative Assessment Results (Numeric):
95.2600000000000000000

Cumulative Assessment Results (Text):
95.26% of students scored at least 70% on these portions of the key assessments

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:
95.2600000000000000000

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate an Understanding of Assessment to Promote Student and Family Growth.
Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:
Student Group to be Assessed:
ECD 102

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to observe teachers implementing appropriate assessment within their classroom.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate an Understanding of Assessment to Promote Student and Family Growth.
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
90.90000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90.9% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will be required to do 10 hours of observation and submit reflections on curriculum and teaching strategies used within a special needs classroom.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Appropriate Assessment Tools
Embedded Outcome Number:
C-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:
Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will be required to exhibit their technology skills through the implementation of a lesson plan and teaching experience using a smart board.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Use Assessment to Promote Positive Outcomes

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD-107

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will be required to view a video of a special needs student using assistive technology.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Develop Assessment Partnerships to Build Effective Learning Environments
Embedded Outcome Number:
C-4

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Family Engagement Plan--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
Actual Results of Assessment (Percentage):
94.4000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
94.4% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will be required to participate in at least one community resource included in their plan.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE DEVELOPMENTALLY EFFECTIVE APPROACHES (NAYCE Standard 4)
Number:
D

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students scored at least 70% on these portions of the key assessments

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above::

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1
Develop Relationships and Supportive Interactions
Embedded Outcome Number:
D-1.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding positive relationships and supportive interactions as the foundation of their work with young children

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will monitor the lab observations of students to enhance their understanding of the importance of positive relationships.
Use Effective Strategies and Tools
Embedded Outcome Number:
D-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will practice practical application of making connections between prior knowledge and new learning.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Developmentally Appropriate Approaches
Embedded Outcome Number:
D-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using a broad repertoire of developmentally appropriate teaching/learning approaches
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will require students to reflect on the outcome of each lesson taught.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Reflection to Promote Positive Outcomes
Embedded Outcome Number:
D-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Reflecting on own practice to promote positive outcomes for each child

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 70% or better on this portion of the key assessment.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will require students to reflect on each lesson taught.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM (NAYCE Standard 5)
Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and
evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Early Care and Education and Related Certificates, Diploma

**Cumulative Assessment Results (Numeric):**
95.00

**Cumulative Assessment Results (Text):**
95% of students scored at least 70% on these portions of the key assessments

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**
95.00

**Analyze the disaggregated data results above:**

**ASSESSMENT(S)----------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Demonstrate Content Knowledge and Use Resources to Develop Curriculum.**

**Embedded Outcome Number:**
E-1.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 131

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.5% of students enrolled in this course (7 out of 8) received 70% or above on this portion of the key assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will meet in the library weekly to research appropriate activities to develop lesson plans that are developmentally appropriate for their students

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Content Knowledge and Use Resources to Develop Curriculum.
Embedded Outcome Number:
E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students (9 out of 9) scored at least 70% on this portion of the key assessment

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will meet weekly in the library to research and choose appropriate activities to develop lesson plans that are developmentally appropriate for their students

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Inquiry Tools and Structures
Embedded Outcome Number:
E-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Language Arts Activity--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 131

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.5% of students (7 out of 8) scored at least 70% on this portion of the key assessment

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will choose activities on the file cards based on the age-appropriateness within each academic discipline.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Inquiry Tools and Structures
Embedded Outcome Number:
E-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students (9 out of 9) scored at least 70% on this portion of the key assessment
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students will choose activities based on the age-appropriateness within each academic discipline

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Develop Challenging Curriculum
Embedded Outcome Number:
E-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
The Thematic Unit--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 243

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students (9 out of 9) scored at least 70% on this portion of the key assessment

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will require students to identify the age related SC standard that each of the ten lessons required match.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

DEMONSTRATE PROFESSIONAL BEHAVIOR (NAYCE Standard 6)
Number: 
F

FY Start: 
7/1/2017

FY End: 
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):
85% of students scored at least 70% on these portions of the key assessments

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
85.00
Analyze the disaggregated data results above:

**ASSESSMENT(S)---------------------------------------------------------------
**
**RELATED ITEM LEVEL 1**

**Involving Oneself with the Early Childhood Field to Develop Professional Practices.**

**Embedded Outcome Number:**
F-1.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
Identifying and involving oneself with the early childhood field

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Research Paper--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 107

**Actual Results of Assessment (Percentage):**
82.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
82% of students (9 out of 11) scored at least 70% on this portion of the key assessment

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:
The goal was met.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
A new lab activity will be added to help students gather a better perspective and gain knowledge regarding exceptional needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Demonstrate Ethical Standards in Professional Practices
Embedded Outcome Number: F-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Knowing about and upholding ethical standards and other early childhood professional guidelines

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:
**Student Group to be Assessed:**
ECD 107

**Actual Results of Assessment (Percentage):**
82.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
82% of students (9 out of 11) scored at least 70% on this portion of the key assessment

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Faculty will address ethical standards related to special education.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
Yes

**RELATED ITEM LEVEL 1**
**Demonstrate Continuous, Collaborative Learning Skills**
Embedded Outcome Number:
F-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
82.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82% of students (9 out of 11) scored at least 70% on this portion of the key assessment

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students will be required to attend 10 hours of lab observation in a classroom where a child has special needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Reflective and Critical Perspectives
Embedded Outcome Number:
F-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Integrating knowledgeable, reflective, and critical perspectives on early education

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Case Study--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 102
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students (7 out of 7) scored at least 70% on this portion of the key assessment

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
the goal was met

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will encourage students to practice quality observation and reflection skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Use Reflective and Critical Perspectives
Embedded Outcome Number:
F-4.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Integrating knowledgeable, reflective, and critical perspectives on early education

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Research Paper--70% of the students will score at least 70 or greater.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
ECD 107

**Actual Results of Assessment (Percentage):**
82.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
82% of students (9 out of 11) scored at least 70% on this portion of the key assessment

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students will be required to review all aspects of the rubric prior to submission of the paper.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate Informed Advocacy
Embedded Outcome Number:
F-5.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Engaging in informed advocacy for young children and the early childhood profession

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Research Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:
ECD 107

Actual Results of Assessment (Percentage):
82.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82% of students (9 out of 11) scored at least 70% on this portion of the key assessment
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Faculty will engage students in one community activity related to children with special needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Public Service
Associate Degree, Criminal Justice and Related Certificates
PROFESSIONALISM/PUBLIC RELATIONS
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism using advanced social skills when performing public relations tasks.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
92.00

Cumulative Assessment Results (Text):
Students exceeded the minimum Score for the project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
95.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
90.00

Analyze the disaggregated data results above:
Both sections showed success.

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Community Oriented Policing Philosophy
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Develop Community Oriented Policing Philosophy.
How: Examine and critique community oriented policing philosophies of local police agencies.
Who: CRJ224, Police Community Relations, students.
When: Semesters when CRJ224 is offered.
Where: Using agency web sites and direct contact with local police agencies to gather information related to community oriented policing.
Type of Assessment: 
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

EA: Students will demonstrate knowledge of community oriented policing philosophies through the following.
1. Complete a written assignment describing the philosophy of community policing by a local law enforcement agency.
2. Present a summation of the information to the class.
3. Answer related questions about community policing philosophies on assigned test(s).

Student Success Improvement Goal:
70% of students will score at least a C or better on this assessment.

Student Group to be Assessed:
All students enrolled in CRJ224.

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Information retention appears to be favorable to both in-class and online sections.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students exceeded minimum score for project.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Project exposes students to agencies linked to Community Relations improves students' overall knowledge of Community Relations philosophy.

Re-evaluation Date:

Changes made to process/modifications:
Both sections exceeded 90% threshold.

Person responsible for modifications:
James Ethridge

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

JUDGEMENT/DECISION MAKING

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use judgment and decision making skills based on available knowledge to analyze and resolve problems that may arise on a daily basis.

Progress:
Completed

Responsible Roles:

Program:
Cumulative Assessment Results (Numeric):
99.00

Cumulative Assessment Results (Text):
Students exceeds minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Class section exceeded 90% threshold.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Referral Agencies
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Become Familiar with Referral Agencies
How: Examine and critique referral agencies related to criminal justice in the state of South Carolina.
Who: CRJ130, Police Administration, students.
When: Semesters when CRJ130 is offered.
Where: In classroom and/or field setting where examples of referral agencies can be demonstrated.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Students will demonstrate knowledge of referral agencies available to criminal justice practitioners in South Carolina through the following.

1. Completing a written summation of a specific referral agency available to law enforcement in the local community.
2. Present a summation of the referral agency to the class.
3. Answer related questions about referral agencies available to law enforcement on assigned test(s).

Student Success Improvement Goal:
Enhance student retention of project information by using agency information from both direct and indirect sources.

Student Group to be Assessed:
All students enrolled in CRJ130.

Actual Results of Assessment (Percentage):
99.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded Minimum score for project.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Success level for course delivery passes 90% threshold.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Student retention of information related to the topic is increased with assigned project.

Re-evaluation Date:
Changes made to process/modifications:
Continue to use Criteria for project to maintain outcome for project above 90%.

Person responsible for modifications:
James Ethridge

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

BASIC THEORY/SKILLS OF POLICE PATROL
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Apply basic theory/skills of police patrol when faced with the day-to-day challenges of the criminal justice profession.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
92.00

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
94.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
91.00

Analyze the disaggregated data results above:
Both sections exceeded the 90% threshold.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Equipment Requirements and Operation
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Equipment Requirements and Operation
How: Provide students with information of standard equipment found on a “Sam Brown belt” and demonstrate their uses.
Who: CRJ110, Police Patrol, students.
When: Semesters when CRJ110 is offered.
Where: In classroom and/or field setting with demonstration by instructor or police agency representative.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate appropriate use and care of equipment commonly used by police officers through the following.

1. Successfully complete a quiz identifying the various items contained on a “Sam Brown belt.”
2. Demonstrating identification and placement of items found on a “Sam Brown belt” in class.

**Student Success Improvement Goal:**
Understand the function and need of equipment used by law enforcement. Provide physical demonstrations of equipment through simulations of actual devices.

**Student Group to be Assessed:**
All students enrolled in CRJ110.

**Actual Results of Assessment (Percentage):**
92.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Students exceeded the minimum score.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students exceeded minimum score on project.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students grasped the material. Demonstrations of equipment was successful.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Continue to use the same material and the demonstrations.
INVESTIGATIVE SKILLS

Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of investigative skills by identifying and using the proper techniques to ensure a thorough investigation is completed.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
86.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
95.00

Analyze the disaggregated data results above:
Both section of delivery had a combined success rate of 90% or better.

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Secure Crime Scene Techniques
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify Techniques to Secure Crime Scene
How: Provide classroom information and practical experience identifying, securing, and controlling a crime scene.
When: Semesters when CRJ230 is offered.
Where: In classroom and/or field setting with demonstration by instructor.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate the ability to identify, secure, and control a crime scene through the following.

1. Working in a team setting with other students in properly identifying, securing, and processing a mock crime scene.
2. Student will demonstrate knowledge of activities by successfully completing each task as
identified through a grading rubric.
3. Tasks will include successful completion of identifying crime scene, securing the crime scene through proper methods, detecting potential evidence, cataloging found evidence, and collecting found evidence.

**Student Success Improvement Goal:**
Students exceeded minimum score for project.

**Student Group to be Assessed:**
All students enrolled in CRJ230.

**Actual Results of Assessment (Percentage):**
90.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Students exceeded the minimum score in both sections for the project.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The students ability to participate in demonstrations enhanced the retention of the material. The in-class students scored greater than the on-line students.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The in-class students scored greater and had the opportunity to had the hands on experience.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Increase hands on instruction will increase the retention rate.
UNDERSTAND THE COURT SYSTEM (Civil, General Sessions, Family, Magistrate, Federal, etc.)

Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of court rules and procedures as they relate to all participants of the courtroom workgroup (judges, lawyers, officers, defendants, victims, etc.).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
60.00

Cumulative Assessment Results (Text):
60% of students demonstrated knowledge of the inner working courthouse and the roles played by participants of the courtroom work group. Students did not exceed minimum scores for project.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:
60.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Course is only offered on line. Students did not exceed the minimum score.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Procedures for Prosecuting in Magistrate’s Court
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Knowledge of Procedures for Prosecuting in Magistrate’s Court
How: Interview and observe a participant – judge, prosecutor, defense attorney, etc. – in the South Carolina Court system.
When: Semesters when CRJ220 is offered.
Where: Area magistrate courts.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge related to prosecution of magistrate court cases through the following.

1. Submitting a written description of the magistrate court process by observing the court in session.
2. Present a summary of the findings during class.
Student Success Improvement Goal:

Student Group to be Assessed:
All students enrolled in CRJ220.

Actual Results of Assessment (Percentage):
60.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 60% of the students enrolled received a grade of "C" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructor will continue to emphasize the importance of reading for comprehension throughout the curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
James Ethridge

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 
KNOWLEDGE OF CORRECTIONS AND/OR DETENTION FACILITIES

Number: F

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the rules and procedures associated with correctional facilities and detention centers with an emphasis on the rights of inmates and safety issues (with regard to the public, employees, and inmates).

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):
Students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
94.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
88.00

Analyze the disaggregated data results above:
In-class section showed vastly lower score for project than on line section
Classifying Inmates
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Classifying Inmates
How: Examine and critique schema used by the South Carolina Department of Corrections for classifying inmates by security and program needs.
When: Semesters when CRJ242 is offered.
Where: Classroom and/or local correctional facilities.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge related to classification of inmates by security and program needs through the following.
1. Answer related questions about classifying inmates on assigned test(s).

Student Success Improvement Goal:
Enhance student retention of project information by using agency information from both direct and indirect sources in corrections.

Student Group to be Assessed:
All student enrolled in CRJ242

Actual Results of Assessment (Percentage):
91.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score for the project.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Both sections of delivery had a rate of 90% or better.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The on line section did appear to score higher than the in class section.

Re-evaluation Date:

Changes made to process/modifications:
Make sure that both sections are receiving the same amount of information.

Person responsible for modifications:
James Ethridge

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

KNOWLEDGE OF JUVENILE PROCEDURES
Number:
G

FY Start:
7/1/2017
FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the rules and procedures associated with juvenile proceedings and the role of all parties involved (child, parents, judges, lawyers, experts, social workers, etc.)

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
Students exceeded the minimum score for the Project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery:
86.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
86.00

Analyze the disaggregated data results above:
Both sections of delivery showed similar outcomes.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Identify Supporting Agencies
Embedded Outcome Number:
G-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify Supporting Agencies; DJJ, DSS, etc.
How: Identify agencies in South Carolina that directly deal with juvenile offenders as their main clients.
Who: CRJ145, Juvenile Delinquency, students.
When: Semesters when CRJ145 is offered.
Where: Classroom, agency web sites and direct contact with juvenile agencies to gather information related to their function in the juvenile justice system

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge in identifying agencies in South Carolina whose main function is dealing with juvenile offenders through the following.

1. Complete a written assignment related to a particular agency in South Carolina that specifically handles juvenile offenders such as police, courts, or corrections.
2. Present a summation about the agency in class.
3. Answer related questions about agencies that deal with juveniles on assigned test(s).

Student Success Improvement Goal:
Students exceeded minimum score for project

Student Group to be Assessed:
All students enrolled in CRJ145.

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Success rate for project by students in both sections had similar outcomes.
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate for project by students in both sections had similar outcomes

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students retention of information related to project by direct interaction with juvenile justice agencies.

Re-evaluation Date:

Changes made to process/modifications:
Continue to use contact with juvenile justice agencies to enhance students' retention of information.

Person responsible for modifications:
James Ethridge

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

KNOWLEDGE OF PROBATION AND PAROLE
Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the duties and roles probation and parole officers have within the criminal justice system.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Criminal Justice and Related Certificates

**Cumulative Assessment Results (Numeric):**
83.00

**Cumulative Assessment Results (Text):**
Students exceeded minimum score for project.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**
83.00

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**
N/A

ASSESSMENT(S)------------------------------------------------------------

**RELATED ITEM LEVEL 1**

**Alternatives to Incarceration**

**Embedded Outcome Number:**
H-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
What: Identifying Alternatives to Incarceration
How: Identify programs and agencies in South Carolina that provide alternatives to incarceration.
Who: CRJ244, Probation, Pardon, and Parole, students.
When: Semesters when CRJ244 is offered.
Where: Classroom, agency web sites, and direct contact with probation agencies gather information about alternatives to incarceration used in South Carolina.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
70.00

**Minimum Expected Outcome for Level of Achievement (Text):**
EA: Demonstrate knowledge in identifying alternatives to incarceration used in South Carolina through the following.
1. Complete a written assignment related to the alternatives to incarceration available in the state of South Carolina.
2. Answer related questions about alternatives to incarceration on assigned test(s).

**Student Success Improvement Goal:**
Students exceeded minimum score for project.

**Student Group to be Assessed:**
All students enrolled in CRJ244.

**Actual Results of Assessment (Percentage):**
83.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Scores of students for project decreased from previous SLO cycle.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Scores of students for project were decreased from previous SLO cycle.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
This class was on line. Students did not have face to face contact with instructor.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Utilize more information related to probation and parole agencies to increase student retention for project.

**Person responsible for modifications:**
James Ethridge

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**DEVELOP CONCEPT OF SECURITY OFFICER'S ROLE**

**Number:**
I

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate an understanding of the security officer’s role within the criminal justice system versus that of a police officer.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Criminal Justice and Related Certificates

**Cumulative Assessment Results (Numeric):**
86.5000000000000000000
Cumulative Assessment Results (Text):
Students exceeded minimum scores for project

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
87.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
86.00

Analyze the disaggregated data results above:
Both delivery sections exceeded minimum score for project.

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Security and Emergency Plan
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
How: Identify the use of risk analysis systems to develop and implement security and emergency plans.
When: Semesters when CRJ102 is offered.
Where: Classroom and corporate settings to develop concepts of risk analysis and protocol for response to identified risks.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge of using risk assessment to develop security and emergency plans. Students will provide examples of potential risks and show appropriate plans to deal with them through the following.
1. Complete a written assignment that details a simulated risk and/or disaster situation and develop a risk assessment and protocol for it.
2. Answer related questions concerning risk analysis systems, risk assessment, and response protocol on assigned test(s)

Student Success Improvement Goal:
70% of students will score at least a C or better on this assessment.

Student Group to be Assessed:
All students enrolled in CRJ102

Actual Results of Assessment (Percentage):
86.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students exceeded minimum score for project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Cumulative score for both delivery sections was noticeably higher than previous SLO cycle.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Project did not meet standards of enhancing student retention of information.

Re-evaluation Date:

Changes made to process/modifications:
Examine methods of delivery for both delivery formats to see where improvement is needed.
DEVELOP CONCEPT OF VICTIM ASSISTANCE

Number:
J

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of victims’ rights and the variety of referral systems available to offer support to victims of crime.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
75.00

Cumulative Assessment Results (Text):
students exceeded minimum score for project.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No
Online Instructional Delivery:
75.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Course is only offered on line. The students exceeded minimum score for project.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1
Role of Court Advocate
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Role of Court Advocate
How: Examine local court system and police agencies to examine and critique available programs for victim court advocate.
When: Semesters when CRJ220 is offered.
Where: Available web sites and agencies where court advocate information is available.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate knowledge of availability and role of court advocates in the South Carolina Court system through the following.

1. Complete written assignment related to the role of the court advocate in the South Carolina Court system.
2. Answer related questions concerning the role of court advocates on assigned test(s).

Students will provide written and oral feedback related to subject,
Student Success Improvement Goal:
Success Level: 70% of students will complete assignment with a “C” or better grade.

Student Group to be Assessed:
Students Included: All students enrolled in CRJ220.

Actual Results of Assessment (Percentage):
75.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
An average of 75% with a grade of "C" or better overall was attained for the quiz and discussion boards posts in chapter 9 which dealt specifically with victim advocacy/assistance.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Overall, students grasped the material quite well with regard to the courtroom workgroup.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Overall, students grasped the material quite well.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
James Ethridge

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE COMMUNICATION SKILLS
Number: K

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate effective oral and written communication skills in conjunction with active listening skills.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Criminal Justice and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
Students succeeded minimum scores on project

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery : 100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery : 100.00
Analyze the disaggregated data results above:
Both section of delivery had similar outcomes.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Plan and Deliver Public Speeches
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Plan and Deliver Public Speeches
How: Prepare and deliver a speech to an audience.
Who: SPC205, Public Speaking, CRJ students
When: Semesters when SPC205 is offered.
Where: Classroom setting where speech is given and observed by an instructor and fellow classmates.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
EA: Demonstrate ability to give a speech in front of a public audience through the following.
1. Student will give a speech – such as persuasive – in class to demonstrate understanding of giving public speeches.

Student Success Improvement Goal:
Success Level: 70% of students will complete assignment with a “C” or better grade.

Student Group to be Assessed:
Students Included: All CRJ students enrolled in SPC205.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Students exceeded Minimum score for project.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
High Scores related to project reflects quality to deliver the various formats of public speaking taught in the course.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students successfully demonstrate ability to deliver the various formats or public speaking.

Re-evaluation Date:

Changes made to process/modifications:
No modification needed.

Person responsible for modifications:
James Ethridge

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Paralegal/Legal Assistant
INVESTIGATIVE SKILLS
Number:
A
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate investigation skills to ensure relevant information is obtained to help with the progression of legal case

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
74.00

Cumulative Assessment Results (Text):
74% of the students enrolled in the designated course possess satisfactory investigative skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
78.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
71.00

Analyze the disaggregated data results above:

71% of the students enrolled in a traditional class setting demonstrated satisfactory investigative skills, while 78% of their Online counterparts demonstrated satisfactory skills.

Compared to last year, the numbers have decreased tremendously. Part of this is due to smaller class sizes and students just not doing the work.
ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Scavenger Hunt
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Scavenger Hunt Assignment H: Students will be given specific questions or statements on the U.S. Constitution and will have to locate the relevant Amendment, Article and/or Section that relates to the subject matter. W: Entry level students W: Whenever they enroll in the Business Law I or Constitutional Law class. W: In the Business Law I and/or Constitutional Law class.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Students completing this assignment will have a working knowledge of the key components of the U.S. Constitution which will be evidenced by 100% of the students receiving a grade of "B" or better.

Student Success Improvement Goal:
Last academic year (2016-17), we set the goal to 80% receiving a grade of "B" on this assignment and the goal was met with; 96%of the students receiving a grade of "B" or better; so for 2017-18 we set the goal to 100% of the students completing the assignment receiving a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Business Law I

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

______________________________________________________________________________________________
Only 80% of the students completing the Scavenger Hunt assignment received a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met. The Program Coordinator is looking to change the assignment(s) associated with this objective because the Scavenger Hunt assignment is a bit obsolete and there is a need for more investigative-type assignments geared more towards research actually performed by paralegals.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Although the Scavenger Hunt assignment will remain a part of the coursework; there is the need for a change in the direction of this assignment such that it is geared more towards the type of research actually performed by paralegals.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

 Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Courthouse/Law Office Visit
Embedded Outcome Number:
A-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Courthouse/Law Office Visit Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received. W: 2nd year students W: Whenever they enroll in the Law Office Management class. W: Any courthouse/law office in their service area

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text): Students completing these assignments will gain experience in interviewing and collecting & recording relevant information which will be evidenced by 100% of the students receiving a grade of "B" or better.

Student Success Improvement Goal:
Since 100% of the students met the goal during the last academic year, instead of the goal being 80% of the students completing these assignments receiving a grade of "B" or better; it was increased to 100% will receive a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 91% of the students completing these assignments received a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?: Although the goal was not met, student performed well overall on the designated assignments.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
These assignments have become rooted in the program and will continue to be administered as they provide an opportunity for students to interact with professionals in the legal field and provides some real world experience in the profession. These assignments also hone in on the key concepts associated with the college's Quality Enhancement Plan (QEP) which stresses workforce readiness.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Legal Research
Embedded Outcome Number:
A-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Research Assignments H: Most of the classes in the curriculum have assignments centered around legal research (students will utilize library resources and Westlaw – a legal research engine) W: All students who register for Legal Bibliography (LEG 132). W: Whenever they register for LEG 132 classes. W: In all LEG classes, but specific assignments will be assessed in LEG 132.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to use the library and the Internet to perform legal research in a satisfactory manner as evidenced by a grade of "B" or better.

Student Success Improvement Goal:
During the last academic year (2016-17) the goal was set for 70% of the students being able to achieve a grade of "C" or better. This academic year, the bar was raised to 80% receiving a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Legal Bibliography (LEG 132)

Actual Results of Assessment (Percentage):
52.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 52% of the students completed the various legal research assignments in a satisfactory manner.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students did quite well on the Library Research Assignment (88%), but did not fair too well on the Westlaw Research Assignment which is Computer-Assisted Legal Research (CALR) (12%).

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students were required to view a series of videos/tutorials and pass quizzes related to the information that was viewed before tackling the Westlaw assignment. Additionally, two class periods were dedicated to giving students an in-depth overview of the Westlaw
Search Engine. However, it appears from the above-referenced results that more time needs to be spent acclimating students to computer-assisted legal research.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Legal Research
Embedded Outcome Number:
A-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Research Assignments H: Most of the classes in the curriculum have assignments centered around legal research (students will utilize library resources and Westlaw – a legal research engine) W: All students who register for LEG classes. W: Whenever they register for an LEG class. W: In all LEG classes (specifically LEG 121 and LEG 132).

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete LEG 121 and/or LEG 132 with a final grade of “C” or better.
Student Success Improvement Goal:
The goal was not met so it was kept at 85%.

Student Group to be Assessed:
Students enrolled in LEG 121 and/or LEG 132

Actual Results of Assessment (Percentage):
83.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
83% of the students completed the above-referenced courses with a grade of "C" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Although the goal was not met for the 2017-18 academic year, there was a 3% increase from 80% to 83%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students will continue to be encouraged to read all materials provided to assist them with successfully completing their courses in the Paralegal Program.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
PRODUCE ESSENTIAL DOCUMENTS

Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:

Progress: Completed

Responsible Roles:

Program: Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
86% of the students completing designated assignments are able to produce documents that are an integral part of the legal profession. Although this is satisfactory and a slight decrease (4%) from last term, there is always room for improvement.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery : 94.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
80.00

Analyze the disaggregated data results above:
With regard to students in the traditional setting; there is definitely room for improvement. Students tend to shy away from more complicated assignments and not complete them even when provided with detailed samples. Also, students do not take advantage of their most prized resource (the instructor).
ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Legal Writing
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Legal Writing Assignments H: Students will perform various writing assignments during their enrollment in the program that will require answering questions in the form of complete sentences. W: All students in the Paralegal Program W: Whenever they register for an LEG class and for English 101 and 102; but specifically those who enroll in Law Office Management (LEG 232) W: All LEG courses have written assignments that are graded based on a rubric that accounts for correct usage of the English language. Also, all students in the Program are required to take English 101 and 102.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
80.00

Minimum Expected Outcome for Level of Achievement (Text):  
80% of students completing various writing assignments will be able to demonstrate correct usage of the English language by receiving a grade of "B" or better.

Student Success Improvement Goal:  
There was no improvement goal because the assessments and the class in which the assessments were to occur were changed to be in tune with the level of writing expected.

Student Group to be Assessed:  
Students enrolled in Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):  
82.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
82% of students completing various written assignments received a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met, but there is still room for improvement.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Although the goal was met, instructors should continuously stress to students the importance of making use of all materials provided to assist them with the successful completion of their courses.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Legal Writing
Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Legal Writing Assignments
H: Students will perform various writing assignments during their enrollment in the program that will require answering questions in the form of complete
sentences. W: All students in the Paralegal Program W: Whenever they register for an LEG class and for English 101 and 102; but specifically, those who enroll in Law Office Management (LEG 232). W: All LEG courses have written assignments that are graded based on a rubric that accounts for correct usage of the English language. Also, all students in the Program are required to take English 101 and 102.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students will complete courses that focus on document production with a final grade of “B” or better.

**Student Success Improvement Goal:**
The goal was not met.

**Student Group to be Assessed:**
Students enrolled in Law Office Management (LEG 232).

**Actual Results of Assessment (Percentage):**
77.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Only 77% of the students enrolled in the above-Referenced class related to document production received a final grade of "B" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was not met again this academic year and it was not quite satisfactory; however, this may be due to the small class size.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In light of the college's Quality Enhancement Plan (QEP) with a focus on workforce readiness, it is only fitting that instructors continue to stress the importance of written communication skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Develop Advanced Writing Skills
Embedded Outcome Number:
B-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Assignments to Develop Advanced Writing Skills
H: Students will prepare law office memos, case briefs, and prepare a legal brief as if it is being presented to an actual court for consideration regarding a legal matter.
W: 2nd year students
W: When they enroll in Legal Writing (LEG 230)
W: In Legal Writing class

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
Students completing these types of assignments will be able to demonstrate advanced writing skills in a satisfactory manner, which will be evidenced by at least 95% of students averaging a grade of "B" or better.

Student Success Improvement Goal:
Last term (2016-17) 91% of the students received an average grade of "B" or better with a goal of 90%; for 2017-18 the goal was increased as follows: 95% with a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230)

Actual Results of Assessment (Percentage):
97.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
97% of students completing the various writing assignments received a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was exceeded this academic year. Our students are demonstrating a significant improvement in their written communication skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
It appears that the use of rubrics has helped to improve the overall success of our students. Knowing exactly what is expected of them and how the instructor will be grading their work seems to be a plus.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Develop Advanced Writing Skills
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Assignments to Develop Advanced Writing Skills
H: Students will prepare law office memos, case briefs, and prepare a legal brief as if it is being presented to an actual court for consideration regarding a legal matter.
W: 2nd year students
W: When they enroll in Legal Writing (LEG 230)
W: In Legal Writing class

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 95.00

Minimum Expected Outcome for Level of Achievement (Text): 95% of students completing LEG 230 will attain a grade of “B” or better.

Student Success Improvement Goal:
The goal was changed from 80% to 95% of students completing Legal Writing (LEG 230) receiving a final grade of "B" or better since the goal was exceeded in 2016-17 with 92% receiving a final grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230)
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students enrolled in the above-referenced class received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was exceeded with a 7% increase from the 2016-17 academic year. Therefore, it can be said that students' written communication skills are improving.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Allowing students to submit rough drafts and scheduling individual meetings as needed to discuss major writing assignments is definitely advantageous.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Draft Legal Forms
Embedded Outcome Number:
B-3.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Drafting pleadings, deeds, wills, etc. while using the correct format and completing legal forms. H: Students are required to draft legal documents & complete forms in all LEG classes. W: All LEG students W: Whenever they register for certain LEG specialty classes W: Students enrolled in designated legal specialty courses in the program curriculum - LEG 201 (Civil Litigation), LEG 230 (Legal Writing), and LEG 232 (Law Office Management).

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students completing assignments related to the drafting of legal documents will do so at a satisfactory level which will be evidenced by them receiving an average grade of "B" or better.

Student Success Improvement Goal:
The goal for 2016-17 was set at 95% and was exceeded by one percent (96%) so, the program coordinator opted to keep the goal the same for the 2017-18 academic year.

Student Group to be Assessed:
Students enrolled in designated legal specialty courses in the program curriculum - LEG 201 (Civil Litigation), LEG 230 (Legal Writing), and LEG 232 (Law Office Management).

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students enrolled in the designated legal specialty courses received a grade of "B" or better on the assignments related to the drafting of legal documents.

Results of Assessment Date:
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:
Although the goal (95%) was not met, students still demonstrated a working knowledge for drafting legal documents.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Program instructors will continue to provide opportunities for students to submit rough drafts and get substantive feedback to ensure student success.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Draft Legal Forms
Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Drafting pleadings, deeds, wills, etc. while using the correct format and completing legal forms. H: Students are required to draft legal documents & complete forms in all LEG classes. W: All LEG students W: Whenever they register for an LEG class W: Students enrolled in designated legal specialty courses in the program curriculum - LEG 201 (Civil Litigation), LEG 230 (Legal Writing), and LEG 232 (Law Office Management).

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
85% of students completing courses that focus on drafting pleadings and document completion will achieve a grade of “B” or better.

Student Success Improvement Goal:
The goal for 2016-17 was 85% of the students completing courses that focus on drafting pleadings and document completion would achieve a final grade of "B" or better. That goal was not met so we kept it the same for the academic year 2017-18.

Student Group to be Assessed:
Students enrolled in designated legal specialty courses in the program curriculum - LEG 201 (Civil Litigation), LEG 230 (Legal Writing), and LEG 232 (Law Office Management).

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of the students enrolled in the designated legal specialty courses designed to assess the drafting of legal documentation received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The program goal was exceeded with an increase of 4%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Because the goal was exceeded, it appears that instructors taking things one step farther and meeting with students one-on-one to address concerns they may have completing assignments has improved the quality of work student submit.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

HANDLING LEGAL DOCUMENTS

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of the importance of handling legal documents.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
68.00

Cumulative Assessment Results (Text):
68% of the students completing assignments that cover this topic demonstrate satisfactory knowledge of how to properly handle legal documentation.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Rules, Procedure, Law and Service Knowledge

Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exhibit knowledge of rules, procedure, law and service (i.e. when and where to file documents, determination of who receives originals versus copies and understand the coordination and facilitation of real estate closings.
H: Students will attend lectures and complete various class, homework and research assignments and during an Internship*
W: LEG students
W: When they enroll in the various LEG courses.
W: In LEG classes and when participating in an Internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
70% of students completing assignments that cover this topic will have an understanding of the importance of how to handle legal documents from the start of a case until its end as evidenced by obtaining a grade of "B" or higher on the designated assignments.

Student Success Improvement Goal:
The goal was not met last term by a long shot (59%); therefore, it remained the same for the 2017-18 academic year.

Student Group to be Assessed:
Students enrolled in Business Law I (LEG 121) and Intro to Law & Ethics (LEG 135).
Actual Results of Assessment (Percentage):
68.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
68% of the students enrolled in the designated classes completed the various assignments with a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Although the goal of 70% was not met (barely) again this year, there was a drastic increase from 59% the previous year to 68% for the 2017-18 academic year. However, there were still a number of students who did receive a grade of "C" or better which is considered average performance based on standards of the legal profession.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors have been creating more challenging assignments to keep up with the expectations of employers when hiring graduates. Instructors will continue to monitor outcomes and make adjustments as needed to ensure students are making the most of available resources.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Rules, Procedure, Law and Service Knowledge
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Exhibit knowledge of rules, procedure, law and service (i.e. when and where to file documents, determination of who receives originals versus copies and understand the coordination and facilitation of real estate closings.
H: Students will attend lectures and complete various class, homework and research assignments and during an Internship*
W: LEG students
W: When they enroll in the various LEG courses.
W: In LEG classes and when participating in an Internship for those students who qualify.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will complete courses that focus on document handling with a grade of “B” or better.

Student Success Improvement Goal:
The minimum expected outcome for 2016-17 was that 90% of students would complete courses that focus on document handling with a grade of “C” or better and was almost met with 89% of the students doing so. For the 2017-18 year, we decided to change the minimum expected outcome to 80% of students completing the designated courses that focus on document handling with a grade of “B” or better.

Student Group to be Assessed:
Students enrolled in Business Law I (Leg 121) and Intro to Law & Ethics (LEG 135).

Actual Results of Assessment (Percentage):
67.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Only 67% of the students completed the designated courses with final grade of "B" or better.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met. It seems as though students are having a hard time grasping this information fully. Nonetheless, the majority of students did receive a final grade of “C” or better which is average performance based on the expectations of the legal profession.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Because of the more challenging work, more time will be spent on this topic to ensure students are grasping the material at a level that mirrors the expectations of the legal profession.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

LEGAL RESEARCH/LEGAL TERMINOLOGY
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Conduct legal research using correct legal terminology.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
77.00

Cumulative Assessment Results (Text):
77% of the students demonstrated that they knew how to conduct legal research and demonstrated an understanding of legal terminology.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
82.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
72.00

Analyze the disaggregated data results above:

Overall percentage remained the same; however, Online decreased from 93% to 82% and Traditional increased from 60% to 72%.

The lower success rate in the Online class could be related to the fact that students may need more time to get acclimated with Westlaw Next, the updated search engine used to perform computer-assisted legal research (CALR) in our Paralegal Program here at OCtech.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Attend, Perform and Prepare Based on Legal Research
Embedded Outcome Number:
D-1.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Attend lectures, perform legal research assignments and prepare office memos and a trial brief based on legal research completed
H: Students will take a tour of the Law Library and complete a research assignment to ensure they understand the inner workings of the library as it relates to research (locate and use resources) and differentiate between statutes, regulations, cases, etc. (understand legal terminology and its application). Once they have mastered manual research, students will tackle computer-assisted legal research (i.e. Westlaw)
W: All LEG students (in-depth skills will be taught in Legal Bibliography and Legal Writing)
W: When they enroll in various LEG courses
W: In LEG classes and when participating in an Internship for those students who qualify

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will be able to use general library skills and computer assistance to perform legal research evidenced by the completion of designated assignments with a grade of "B" or better.

Student Success Improvement Goal:
For 2016-17, the goal was 80% and was not met, so we maintained the status quo.

Student Group to be Assessed:
Students enrolled in Business Law I (LEG 121) and Legal Bibliography (LEG 132).

Actual Results of Assessment (Percentage):
77.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
77% of the students completing the designated assignments displayed the ability to use general library/computer skills to conduct legal research by receiving a grade of "B" or better.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The new goal was not met; however, there was a slight increase from the previous year by 2% from 75% to 77%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Of the five different assignments graded, only two of them had percentages below 80%, but they were low enough to bring down the overall average. Instructors will continue to monitor the numbers and adjust assignments and feedback as necessary.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Attend, Perform and Prepare Based on Legal Research
Embedded Outcome Number:
D-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Attend lectures, perform legal research assignments and prepare office memos and a trial brief based on legal research completed
H: Students will take a tour of the Law Library and complete a research assignment to ensure
they understand the inner workings of the library as it relates to research (locate and use resources) and differentiate between statutes, regulations, cases, etc. (understand legal terminology and its application). Once they have mastered manual research, students will tackle computer-assisted legal research (i.e. Westlaw).

W: All LEG students (in-depth skills will be taught in Legal Bibliography and Legal Writing)
W: When they enroll in various LEG courses
W: In LEG classes and when participating in an Internship for those students who qualify

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
85.00

**Minimum Expected Outcome for Level of Achievement (Text):**
85% of students will complete courses that focus on legal research/terminology with a grade of “B” or better.

**Student Success Improvement Goal:**
The goal was not met for 2016-17 with 78% meeting the minimum requirement of 85%, so the minimum expected outcome remained the same.

**Student Group to be Assessed:**
Students enrolled in Business Law I (LEG 121) and Legal Bibliography (LEG 132).

**Actual Results of Assessment (Percentage):**
83.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
83% of the students enrolled in the designated classes received a final grade of "B" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Although the goal was not met, there was a noticeable increase from 78% to 83%.
Develop Supportable Conclusions - What do you plan to do to improve student learning?  
What actions will be taken?:
It appears that participation in practice assignments is a plus for students and increases their chances of success.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TRIAL PREPARATION

Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Prepare for trial through file organization and use of notebooks

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
91.00
Cumulative Assessment Results (Text):
91% of students enrolled in the designated courses demonstrated satisfactory skills with regard to trial preparation.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
89.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
92.00

Analyze the disaggregated data results above::
There was a slight increase in the success rate of Online students (1%); while we saw a 4% decrease (96% to 92%) in the success rate of Traditional students. Nonetheless, the overall numbers were satisfactory.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Law Office Visit and Legal Brief
Embedded Outcome Number:
E-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Law Office Visit Project/Legal Brief H: Students will visit a law office of their choice and prepare a written report with exhibits about the visit based on set guidelines that call for keen organizational skills and also perform an oral presentation of their visit. Students will also prepare and submit a legal brief as if it is going to be used in an actual trial. W: 2nd year students W: When they enroll in Law Office Management W: At a law office of their choice and at a criminal or civil trial of their choice or during an Internship*

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of the students enrolled in the above-referenced classes will be able to organize files, prepare trial documents, prepare clients and witnesses for trial, and prepare exhibits as evidenced by achieving a grade of "B" or better on the designated assignments.

Student Success Improvement Goal:
The goal was changed from 80% of the students achieving a grade of "B" or better on the designated assignments to 95% achieving a grade of "B" or better since the goal was exceeded (92%) for the 2016-17 academic year.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of the students completed the designated assignments with a grade of "B" or better

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met (barely - 93%) and increased 1% over last year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The increase in writing assignments seems to be helping with this student learning outcome. Although the goal was not met, we are maintaining an average of above the 90th percentile. Instructors will continue to provide more opportunities for students to engage in written communication.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Law Office Visit/Trial Court
Embedded Outcome Number:
E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Law Office Visit Project/Trial Court Assignment
H: Students will visit a law office of their choice and prepare a written report with exhibits about the visit based on set guidelines that call for keen organizational skills and also perform an oral presentation of their visit. Students will also sit in on and make a report on an actual trial.
W: 2nd year students
W: When they enroll in Law Office Management
W: At a law office of their choice and at a criminal or civil trial of their choice or during an Internship*

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will complete courses that focus on trial preparation with a grade of “B” or better.

Student Success Improvement Goal:
The goal for 2016-17 was for 90% to receive a final grade of "B" or better in the designated courses with 91% achieving the goal. Because it was exceeded by such a very small margin, For 2017-18, the goal remained the same.

**Student Group to be Assessed:**
Students enrolled in Legal Writing (LEG 230) and Law Office Management (LEG 232).

**Actual Results of Assessment (Percentage):**
89.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
89% of the students enrolled in the designated courses received a final grade of "B" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was missed by 1%. However, students continue to demonstrate a thorough understanding of information received and are able to apply that information in questionable legal scenarios.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to strive to meet minimum expected outcome, by introducing students to more factual application assignments/exercises that focus on trial preparation.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ADMINISTRATIVE DUTIES
Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform administrative duties as they relate to maintaining files and communicating with clients

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
97.00

Cumulative Assessment Results (Text):
Students are holding steady at a 97% success rate with regard to this particular student learning outcome by demonstrating a satisfactory ability in performing a variety of administrative duties.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1
Writing Assignments
Embedded Outcome Number:
F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Writing Assignments H: Students will have to complete various assignments that involve writing correspondence geared towards different aspects of a law practice (i.e. Office memos, information letters, opinion letters and demand letters). Students will attend lectures that focus on the importance of time management; maintaining an office and court calendar; the importance of checking for conflicts; the proper means of opening and closing files; and the importance of staying on top of office inventory and making sure equipment is in working order to handle daily business. W: Students who enroll in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242). W: When the relevant courses are offered – Fall, Spring and/or Summer semesters. W: In designated paralegal classes; specifically Legal Writing (LEG 23) and during an internship (Law Practice Workshop - LEG 242)*

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will complete assignments that focus on the performance of administrative duties with a grade of “B” or better.

Student Success Improvement Goal:
The minimum expected outcome was changed from 95% receiving a grade of "B" or better to 100% receiving a grade of "B" or better the goal was exceeded during the 2016-17 academic year.

Student Group to be Assessed:
Students enrolled in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242).

Actual Results of Assessment (Percentage):
93.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of the students completed the designated assignments with a grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal of 100% was not met, but 93% is a good number.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students are doing quite well with this outcome. Instructors will continue to monitor and strive for 100% by providing constructive feedback and encouraging students to use all available resources and dedication a reasonable amount time to their studies if they wish to be successful.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Writing Assignments
Embedded Outcome Number:
F-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Writing Assignments H: Students will have to complete various assignments that involve writing correspondence geared towards different aspects of a law practice (i.e. Office memos, information letters, opinion letters and demand letters). Students will attend lectures that focus on
the importance of time management; maintaining an office and court calendar; the importance of checking for conflicts; the proper means of opening and closing files; and the importance of staying on top of office inventory and making sure equipment is in working order to handle daily business. W: Students who enroll in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242). W: When the relevant courses are offered – Fall, Spring and Summer semesters. W: In Legal Writing (LEG 230) and during an internship* - the Law Practice Workshop (LEG 242).

Type of Assessment: 
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 
100.00

Minimum Expected Outcome for Level of Achievement (Text): 
100% of students will complete courses that focus on the performance of administrative duties with a grade of “B” or better.

Student Success Improvement Goal: 
The minimum expected outcome was increased from 90% receiving a final grade of "B" or better to 100%.

Student Group to be Assessed: 
Students enrolled in Legal Writing (LEG 230) and the Law Practice Workshop (LEG 242).

Actual Results of Assessment (Percentage): 
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
100% of the students enrolled in the above-referenced classes received a final grade of "B" or better.

Results of Assessment Date: 
Fall

Key Findings - Based on your assessment data, what factors influenced the results?: 
The goal of 100% of the students receiving a final grade of "B" or better was met.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instructors will continue to focus on soft skills as they relate to professionalism, timeliness, work ethic, etc. to ensure students stay on the straight and narrow path as it relates to their education.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION SKILLS
Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Learn and demonstrate communication skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
85.00
Cumulative Assessment Results (Text):
85% of the students demonstrated satisfactory communication skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
85.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
85.00

Analyze the disaggregated data results above:
Although the overall success decreased by 6%, students fared the same in both the Online and Traditional settings this past term.

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1
Courthouse/Law Office Visitation
Embedded Outcome Number:
G-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visitation Assignments H: Students will interview individuals in the legal field and prepare a write-up discussing the information received; students will make an oral presentation based on the law office visit; students will visit a courthouse of their choice, interview an employee, and prepare a written document of their experience; and students who participate in an internship will demonstrate appropriate communication skills (oral and written) W: 2nd year students W: Whenever they enroll in Law Office Management and/or the Law Practice Workshop W: Any courthouse/law office in their service area

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00
Minimum Expected Outcome for Level of Achievement (Text):
Students will be able to display basic courtesy by perfecting soft skills, using good grammar, using communication technology, creating basic letters, practicing listening skills, exhibiting good presentation skills, and developing proofreading skills as evidenced by 90% of students achieving a grade of "B" or better on designated assignments related to enhancing communication skills.

Student Success Improvement Goal:
Last year's goal was exceeded by 7% (80% required; actual result 87%).

Student Group to be Assessed:
Students enrolled in Law Office Management and/or the Law Practice Workshop.

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87% of the students completing the designated assignments received a grade of "B" of better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met leaving room for improvement, but overall students are doing well above average.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
These assignments have proven to be a valuable asset to our curriculum as we see a good bit of improvement in the quality of work being submitted. Instructors will continue to incorporate assignments into the curriculum that focus on both written and oral communication skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Courthouse/Law Office Visitation
Embedded Outcome Number:
G-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Courthouse/Law Office Visitation Assignments
H: Students will interview individuals in the legal field and prepare a write-up discussing the information received. Students will also make an oral presentation based on the law office visit
W: 2nd year students
W: Whenever they enroll in the Law Office Management and/or the Law Practice Workshop class(es)
W: Any courthouse/law office in their service area

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students will complete the designated courses that focus on communication skills with a grade of “B” or better.

Student Success Improvement Goal:
Last term, 90% of the students completed with designated courses with a final grade of "B" or better. this term, the goal was to have 95% receive a final grade of "B" or better.

Student Group to be Assessed:
Students enrolled in the following designated courses: Law Office Management and/or the Law Practice Workshop.
Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of the students enrolled in the designated classes received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met, but overall, the students continue to improve as there was an increase of 2% from the actual results the last academic year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Although the goal was not met, students proved fairly well in the designated classes. Instructors will continue to encourage students to complete all assignments and to prepare and submit quality work.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Mock Interview
Embedded Outcome Number:
G-2.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Mock Interview Assignment
H: Students will participate in a mock interview where they each come to a designated location, appropriately dressed, resume in hand, etc. The interviewers will be the class instructor and one other individual (a co-worker or an attorney or paralegal in the service area of the college). The students will also prepare a cover letter prior to the interview and a thank you letter thereafter.
W: 2nd year students
W: When they enroll in Law Office Management
W: Area designated for the interview process (i.e. Faculty Boardroom)

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students enrolled in Law Office Management will receive a grade of "B" or better on all assignments associated with the Mock Interview.

Student Success Improvement Goal:
Because the goal was exceeded last term (94%), the minimum expected outcome was increased from 90% to 95% of the students receiving a grade of "B" or better.

Student Group to be Assessed:
Students enrolled in Law Office Management (LEG 232).

Actual Results of Assessment (Percentage):
88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of the students enrolled in Law Office Management received a grade of "B" or better.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met. We fell short by 7%, so instructors will focus on resume writing and encourage students to use the available resources that OCtech has to offer.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The smaller the classes the harder it seems to meet the goal. Therefore, instructors will teach the relevant skills needed to enter the workforce across the entire curriculum. This will ensure that students continually hear how important it is for them to be prepared to enter any profession.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ORGANIZATIONAL SKILLS
Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate organizational skills

Progress:
Completed

Responsible Roles:
Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):
94% of the students enrolled in the designated courses demonstrated organizational skills in a satisfactory manner.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
87.00

Analyze the disaggregated data results above:
Students fared much better in the Online setting which was the Law Practice Workshop/Internship experience. The students' work meant more than just a grade because they were actually working in the legal profession where everything they did "really" mattered. They were dealing with real life situations with very little room for mistakes.

ASSESSMENT(S)

RELATED ITEM LEVEL 1

Project and Internship
Embedded Outcome Number:
H-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Lectures, Law Office Visit Project, and Internship* H: Lectures will go into detail about prioritizing work, managing time, maintaining deadlines and uses document control systems (manual and computerized). W: All students who enroll in LEG classes W: Fall, Spring and Summer semesters W: In the following legal specialty courses: Law Office Management and/or the Law Practice Workshop
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 100.00

Minimum Expected Outcome for Level of Achievement (Text): Students will be able to prioritize work, practice time management, anticipate needs and/or problems, maintain deadlines and use document control systems as evidenced by 100% of students enrolled in the designated legal specialty courses receiving a grade of "B" or better on assignments chosen to assess the ability of students to meet deadlines and demonstrate organizational skills.

Student Success Improvement Goal: The minimum expected outcome was raised from 95% to 100% of the students receiving a grade of "B" or better on the designated assignments.

Student Group to be Assessed: Students enrolled in Law Office Management and/or the Law Practice Workshop

Actual Results of Assessment (Percentage): 95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 95% of the students achieved a grade of "B" or better on the designated assignments.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: The goal was not met. We reached 95%, so there is room to improve.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Although the goal was not met, student success rates continue to improve; instructors will continue to place an emphasis on soft skills such as meeting deadlines, anticipating needs, prioritizing assignments, etc.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Project and Internship
Embedded Outcome Number:
H-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Lectures, Law Office Visit Project, and Internship* H: Lectures will go into detail about prioritizing work, managing time, maintaining deadlines and uses document control systems (manual and computerized). W: All students who enroll in LEG classes W: Fall, Spring and Summer semesters W: In the following legal specialty courses: Law Office Management and/or the Law Practice Workshop.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
95% of students enrolled in the designated legal specialty courses that focus on organizational skills with receive a final grade of “B” or better.
**Student Success Improvement Goal:**
The minimum expected outcome was increased from 90% to 95% of students completing the designated legal specialty courses with a grade of "B" or better.

**Student Group to be Assessed:**
Students enrolled in Law Office Management and/or the law Practice Workshop.

**Actual Results of Assessment (Percentage):**
92.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
92% of the students received a final grade of "B" or better.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The program goal was not met; however, the students still fared very well overall.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The focus here is still on soft skills and getting students to understand their importance in the "real world." The majority of students are demonstrating some level of improvement in this area.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ETHICAL BEHAVIOR AND PRACTICES

Number:
1

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate ethical behavior and practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
82.00

Cumulative Assessment Results (Text):
82% of the students enrolled in the designated classes demonstrated a working knowledge of ethical practices and behaviors.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Unauthorized Practice of Law, Law Office Visitation, Conflicts, Confidentiality, etc. and Internship

Embedded Outcome Number:
I-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Unauthorized Practice of Law Assignments, Law Office Visitation Project, Lectures on Conflicts, Confidentiality, etc. and Internship
H: Throughout the paralegal curriculum, students will be introduced to the Rules of Professional Responsibility (Ethics) through lectures and assignments, and will gain first-hand knowledge while participating in internship*
W: All students who enroll in LEG classes
W: Fall, Spring and Summer semesters
W: In all paralegal courses

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will be able to understand the rules of ethics, differentiate between what a paralegal can and cannot do, and exhibit knowledge of restrictive communication rules and escrow account maintenance as evidenced by 80% of the students correctly answering specific questions related to professional (ethical) responsibility in the designated classes.

Student Success Improvement Goal:
The outcome was modified to more accurately assess student knowledge of ethical issues.

Student Group to be Assessed:
Students enrolled in Intro to Law & Ethics and/or the Law Practice Workshop.

Actual Results of Assessment (Percentage):
84.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

84% of the students correctly answered questions specifically geared toward ethical issues in the designated courses.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was exceeded.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Looking to specific questions related to ethical issues proved to give a better outcome of what students are actually learning with regard to Professional Responsibility.

Re-evaluation Date:

Changes made to process/modifications:
Instead of looking at the overall grade of designated assignments, focus was placed on specific questions related to the topic at hand - Professional (ethical) Responsibility.

Person responsible for modifications:
Williette Waring Berry

Progress:
Completed

 Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Unauthorized Practice of Law, Law Office Visitation, Conflicts, Confidentiality, etc. and Internship
Embedded Outcome Number:
I-1.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Unauthorized Practice of Law Assignments, Law Office Visitation Project, Lectures on Conflicts, Confidentiality, etc. and Internship
H: Throughout the paralegal curriculum, students will be introduced to the Rules of Professional Responsibility (Ethics) through lectures and assignments, and will gain first-hand knowledge while participating in internship*
W: All students who enroll in LEG classes
W: Fall, Spring and Summer semesters
W: In all paralegal courses

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete courses that focus on the knowledge of ethical rules with a grade of “B” or better.

Student Success Improvement Goal:
The minimum outcome was changed from 80% to 85% receiving a grade of "B" or better since the goal was exceeded last term.

Student Group to be Assessed:
Students enrolled in designated LEG courses.

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of the students enrolled in the designated legal classes received a final grade of "B" or better.

Results of Assessment Date:
Fall
Key Findings - Based on your assessment data, what factors influenced the results?:
The goal (85%) was not met this year, but did manage to obtain an above average rating of 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Instructors can only continue to emphasize the importance of ethics as it relates to the legal profession. More time will need to be spent on this topic across the curriculum because it can mean the difference between a paycheck and an unemployment check.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE COMPUTER SKILLS FOR PROFESSIONAL PRACTICES
Number:
J

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use computer skills for professional practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant
Cumulative Assessment Results (Numeric):
52.00

Cumulative Assessment Results (Text):
Only 52% of the students enrolled in the designated computer courses possess satisfactory computer skills.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery:
60.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
43.00

Analyze the disaggregated data results above:
The very low numbers in the face-to-face class is attributed to the fact that a number of students just gave up and stopped completing the coursework. However, this was not an isolated incident because after further research, it was determined that the majority of these same students were not successful in other classes they took when taking the designated computer courses required for this degree.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
D2L and Computer-Assisted Legal Research
Embedded Outcome Number:
J-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Follow class progress on D2L and complete Computer-Assisted Legal Research Assignment(s) H:
Students are required to use Campus Cruiser to communicate with the Instructor, check on their progress in their respective classes, post to the discussion board for class assignments, etc. and will also be introduced to legal research engines such as Westlaw to complete research assignments. W: All students in the Paralegal Program W: Fall semester W: In Legal Bibliography (LEG 132).
Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): 70% of students enrolled in LEG 132 will receive a grade of "C" or higher on the designated computer-assisted legal research assignment which will also require the use Windows applications, the demonstration of basic computer skills, and satisfactory knowledge of the inner workings of OCtech's Learning Management System (LMS), Campus Cruiser.

Student Success Improvement Goal: The goal was not met last term, the minimum expected outcome remained the same.

Student Group to be Assessed: Students enrolled in the Paralegal Program and specifically the Legal Bibliography (LEG 132) class.

Actual Results of Assessment (Percentage): 27.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: Only 27% of the students enrolled in LEG 132 completed the computer-assisted legal research assignment with a grade of "C" or better.

Results of Assessment Date: Fall

Key Findings - Based on your assessment data, what factors influenced the results?: The goal was not met (not even close).

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
A lot of time was spent on the topic of computer-assisted legal research (CALR); but it appears that more time is needed. Quizzes have been added to the course for 2017-18 to ensure that students view the tutorials provided and attend the classes where the topic is covered in detail with examples. The instructor may need to look into getting a classroom with computers so that all students can follow along during instruction or requiring students to have a laptop or some other device.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Microcomputer Applications / Word Processing
Embedded Outcome Number:
J-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Satisfactory completion of computer courses included in the Paralegal program curriculum H: Students are required to take two computer courses - Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179) and complete them with a minimum grade of "C" in order to successfully complete the Paralegal program and receive their Associate Degree. W: All students who enroll in the Paralegal program W: Fall, Spring, and Summer semesters W: In Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179) courses

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of students will complete the designated courses in the paralegal curriculum that focus on computer skills with a grade of "B" or better.

**Student Success Improvement Goal:**
The goal was not met last term; therefore, the minimum expected outcome remained the same.

**Student Group to be Assessed:**
Students enrolled in the following computer classes: Microcomputer Applications (CPT 170) and Microcomputer Word Processing (CPT 179)

**Actual Results of Assessment (Percentage):**
65.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
65% of the paralegal students enrolled in the designated computer classes received a final grade of "B" or better.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**:
Several of the students taking the designated computer courses just stopped doing the work. After performing more detailed research, the same students were unsuccessful in their other classes as well. It appears that a number of students are intimidated by computers and tend to give up instead of reaching out for assistance, especially if they get behind.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
Instructors in the Paralegal Program will be asked to stress the importance of possessing well-developed computer skills in a profession that is very competitive and makes the student more marketable when job searching. Hopefully this will encourage them to take these classes more seriously.

**Re-evaluation Date:**

**Changes made to process/modifications:**
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PRACTICE PROFESSIONAL SKILLS

Number:
K

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Practice professional skills.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Paralegal/Legal Assistant

Cumulative Assessment Results (Numeric):
87.00

Cumulative Assessment Results (Text):
87% of the students enrolled in the designated courses demonstrated an above-average level of professionalism.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Yes

Online Instructional Delivery :
100.00
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
74.00

Analyze the disaggregated data results above:
Again, students faired much better in the Online setting which was the Law Practice Workshop/Internship experience. Because the students were actually working in a law firm and dealing with real life situations (with very little room for mistakes), nothing short of professionalism would have been acceptable.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Professional Skills
Embedded Outcome Number:
K-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Professional Skills H: Mock interview, Law Office Visit Project, Research Assignments, and Internship.* W: Students who enroll in the Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) courses W: Fall and Spring semesters W: In Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will demonstrate flexibility, dependability, resourcefulness, and initiative; read at a high level of comprehension; exhibit a professional attitude & image; practice decision making & problem solving; develop personal interviewing skills; develop leadership skills; and work independently and as a team. This will be evidenced by 85% of students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) receiving a grade of "B" or higher on designated assignments/projects that require students to exhibit a satisfactory level of professionalism.

Student Success Improvement Goal:
The goal was not met last term; therefore, the minimum outcome requirement remained the same.

**Student Group to be Assessed:**
Students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

**Actual Results of Assessment (Percentage):**
83.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
83% of the students enrolled in the above-referenced classes achieved a grade of "B" or better on the designated assignments centered around a display of professionalism.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was not met, but only missed by 2%; therefore, there is some room for improvement.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Instructors will continue to provide one-on-one time with students as needed in addition to spending more classroom time on topics where students are showing an abundance of weaknesses.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Was the QEP Rubric used to assess this activity?:
No

**RELATED ITEM LEVEL 1**

**Professional Skills**
Embedded Outcome Number:
K-1.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
W: Professional Skills H: Mock interview, Law Office Visit Project, Research Assignments, and Internship.* W: Students who enroll in the Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242) courses W: Fall and Spring semesters W: In Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00

**Minimum Expected Outcome for Level of Achievement (Text):**
90% of students will complete courses that focus on professional skills with a grade of “B” or better.

**Student Success Improvement Goal:**
Because the goal was not met last term, the minimum expected outcome remained the same.

**Student Group to be Assessed:**
Students enrolled in Legal Bibliography (LEG 132), Law Office Management (LEG 232), and the Law Practice Workshop (LEG 242)

**Actual Results of Assessment (Percentage):**
91.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of the students enrolled in the designated classes received a final grade of "B" or better.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met and exceeded this year with a 6% increase.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students appear to be grasping the material fairly well. However, there is still a need for more assignments that focus on professionalism specifically. Instructors will adjust their lectures accordingly.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Engineering Technology
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates
APPLY TECHNICAL SKILLS
Number:
A

FY Start:
7/1/2017
FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):  
94.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------
RELATED ITEM LEVEL 1
Assemble and Demonstrate Closed Loop System
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student will assemble closed loop flow control system and configure for automatic control in EIT 220.
How: Successfully complete assembly, configuration, and demonstration of working process automatic process.
Who: EIT seniors.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will select, configure, and connect instrumentation to form complete control loops.

Student Success Improvement Goal:
80% of students will score greater than 80% for "Closed Loop Flow Control" lab practical assessment performed in EIT 220 Control Principles. Lab practical assessment grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, written summary, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
88.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of students completing closed loop control lab scored 80% or greater on assessment. Assessment was completed in spring 2018 semester of EIT 220. Lab eight consisted of flow control loop assembly, flow control setpoint step change tuning, and demonstration which was used for this assessment. There were eight student participants. The average assessment score was found to be 95%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This assessment exceeded the expected results of 80%. The findings represent a decrease from last year's assessment results of 95.8%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Assessment results indicate the student has the ability to assemble and demonstrate a complete closed loop system for automated control. The completion of this assessment required the student to apply specific skills learned in the program to a specific real world application of measuring and controlling flow.

**Re-evaluation Date:**
6/24/2019

**Changes made to process/modifications:**
The setpoint step change method was used as the tuning platform for this year's assessment.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Configure and Program a PLC Controlled Automated Process**

**Embedded Outcome Number:**
A-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Student will assemble, configure, and program a PLC controlled automated process.
How: Successfully complete assembly, configuration, programming and demonstration of working process controlled by a PLC.
Who: EET seniors.
When: EIT 244.
Where: EIT/PLC Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Effectively assemble, configure, and program a PLC controlled automated process in EIT 244.

Student Success Improvement Goal:
80% of students will score greater than 80% for PLC controlled process lab practical assessment performed in EIT 244. Lab practical assessment grading criteria includes: correct configuration/operation, PLC programming, correct connections/assembly, understanding/explanation of operation, written summary, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: EIT 244 students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored greater than 80% for PLC controlled process lab practical assessment performed in EIT 244. Lab practical assessment grading criteria includes: correct configuration/operation, PLC programming, correct connections/assembly, understanding/explanation of operation, written summary, and associated housekeeping requirements. Assessment based on results of lab seven for EIT 244 during summer.
semester 2018. Lab seven required the PID control for a flow loop using a PLC. There were 12 student participants. The average score on assessment was found to be 98%.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
This year's assessment represented a 12.5% increase over last year's results. The assessment results exceeded the expected score.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The results demonstrate student proficiency in applying skills and techniques to specific programming and control applications.

Re-evaluation Date:
7/1/2019

Changes made to process/modifications:
Process control simulators were relocated into PLC programming lab. The programming lab used networked PLCs for students to complete the PID control programming.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ELECTRICAL AND ELECTRONIC SYSTEMS APPLICATIONS
Number:
AA

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Application of circuit analysis and design, computer programming, associated software, analog and
digital electronics, and microcomputers, and engineering standards to the building, testing, operation and
maintenance of electrical/electronics(s) systems.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related
Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------
RELATED ITEM LEVEL 1
Circuit theory project
Embedded Outcome Number:
AA-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student learning?: 
What: Complete circuit theory project, including simulation and construction.

When: EGR 130.

Who: First year EET students.

Where: EGR 130 Engineering Application and Programming lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
The target for this assessment is an average student score of 80%. The student will complete a circuit theory project which assesses the student’s ability to apply theoretical knowledge, simulation, and construction of an electronic circuit.

Student Success Improvement Goal:
The target for this assessment is an average student score of 80%. The student will complete a circuit theory project which assesses the student’s ability to apply theoretical knowledge, simulation, and construction of an electronic circuit.

Student Group to be Assessed:
Students taking EGR 130 Engineering Applications and Programming.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The average project score for this hands-on assessment was found to be 100%. There were eight student participants for this assignment. Assessment was completed in EGR 130 during the spring 2018 semester. The assessment required the student to conduct calculations on series and parallel electronic circuits.

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results met the target. The results indicated the student exhibits proficiency in constructing, test, and measuring an electronics circuit in a lab setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The assessment results indicate the student exhibits proficiency in constructing, test, and measuring an electronics circuit in a lab setting.

Re-evaluation Date:
6/24/2019

Changes made to process/modifications:
This lab practical continues to utilize the PLTW lab assessment for this performance indicator. Continue to ensure EGR 130 maintains up to date course components as PLTW curriculum for POE is updated. Smaller lab section allowed for additional one-on-one assistance completing the series and parallel circuit analysis.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

APPLY PRACTICAL KNOWLEDGE TO TECHNICAL PROBLEM SOLVING
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
92.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Optimize and Tune Process Loop for Control
Embedded Outcome Number: B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Lab practical demonstration in EIT 220 Control Principles.
How: Student will use standard tuning methods and calculations to optimize process loop for automatic control.
Who: Senior year EET students.
When: Second year EIT.
Where: EIT lab.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will demonstrate the ability to optimize control loop operations by applying mathematical calculations and standard tuning procedures.

Student Success Improvement Goal:
80% of students will score greater than 80% for control loop tuning and optimization lab practical assessment performed in EIT 220 Control Principles. Lab practical assessment grading criteria includes: correct configuration/operation, correct tuning calculations, understanding/explanation of operation, written summary, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored greater than 80% for control loop tuning and optimization lab practical assessment performed in EIT 220 Control Principles. Lab practical assessment required students to apply mathematical calculations related to control loop tuning for proper control. Assessment was completed in spring 2018 semester and consisted of ten student participants. The average assessment score was found to be 92%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This year's assessment results indicate an increase of 16.7% over last year's assessment results.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The assessment results indicate the student has the ability to apply a knowledge of mathematics to a specific engineering technology problem, in this case calculating the proper tuning constants to properly control a flow process.

Re-evaluation Date:
6/3/2019

Changes made to process/modifications:
Prior to completing this tuning lab, students were given an opportunity to complete tuning configuration on several different types of stand alone controllers.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Perfom Calculations in DC and AC Circuits
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Complete circuit calculations to solve problems in DC or AC applications.

How: Apply mathematics and proper formula to solve circuit calculations on written assessment related to DC or AC applications.
Who: First year EET students.
When: First year EET.

Where: EET circuits lab.
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text): The student will correctly apply mathematics and proper formulas to solve calculation problems related to DC/AC circuits on written assessment.

Student Success Improvement Goal: 70% of students will correctly apply mathematics and proper formulas to solve calculation problem related to DC/AC circuits on written assessment.

Student Group to be Assessed: Students Included: First year EET students.

Actual Results of Assessment (Percentage): 84.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 84% of the students correctly calculated all components of an exam question related to finding current and voltage in an AC circuit. This assessment was completed in EET 141 in Spring 2018. There were 25 student participants.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: More than 70% of the students correctly calculated current and voltage in an AC circuit. This assessment indicates the student is proficient in applying mathematics and proper formulas so solve calculation problems for an AC circuit analysis.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: The assessment results exceeded the goal, indicating student proficiency in this area.
Re-evaluation Date:
5/28/2019

Changes made to process/modifications:
The students were given a review of complex mathematics to ensure they understood the mathematics involved in the calculation. This exercise will be continued along with additional practice.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

APPLY PHYSICS AND MATH TO CIRCUITS
Number:
BB

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Application of physics or chemistry to electrical/electronic circuits in a rigorous mathematical environment at or above the level of algebra and trigonometry.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates
Cumulative Assessment Results (Numeric):
92.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Circuit calculations assessment
Embedded Outcome Number:
BB-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Student will complete a lab practical assessment that will assess the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of student participants will complete a lab practical assessment that will assess the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming with average assessment score greater than 80%

Student Success Improvement Goal:
Student Group to be Assessed:
Students taking EGR 130 Engineering Applications and Programming.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of student participants completed a lab practical worksheet assessment that assessed the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming with a score greater than 80%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of student participants completed a lab practical worksheet assessment that assessed the student’s ability to apply circuit calculations using Ohm’s law during EGR 130 Engineering Technology Applications and Programming with a score greater than 80%. This assessment was completed during the spring 2018 semester.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The assessment results indicate the ability of the student to apply physics to electrical/electronic circuits in successfully applying Ohm's law in circuit analysis.

Re-evaluation Date:
6/24/2019

Changes made to process/modifications:
Smaller class offered more opportunity for one-on-one help which produced higher scores on hand calculation worksheet.

Person responsible for modifications:
Richard Murphy

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

AC circuits phase angle calculations
Embedded Outcome Number:
BB-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Written assessment in EET 141.

How: Students will demonstrate through written assessment the application of physics to electrical circuits by calculating phase angles in AC circuits.

Who: First year EET students.

Where: EET 141.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
A minimum of 70% of students will calculate all components of exam question related to AC phase angles correctly.

Student Success Improvement Goal:
70% of students will correctly demonstrate the application of physics to solve calculation problem related to an AC circuit analysis problem.

Student Group to be Assessed:
Students taking EET 141 Electronic Circuits.
Actual Results of Assessment (Percentage):
84.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
84% of the students correctly calculated all components of an exam question related to AC phase angle calculations. This assessment was completed in EET 141 in Spring 2018. There were 25 student participants.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
More than 70% of the students correctly calculated all components of an exam question related to AC phase angle calculations. This assessment was completed in EET 141 in Spring 2018. There were 25 student participants

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The results indicate the student is proficient in applying physics to an AC circuit analysis.

Re-evaluation Date:
6/10/2019

Changes made to process/modifications:
The students were given a review of complex mathematics to ensure they understood the mathematics involved in these calculations. This exercise will be continued along with additional practice.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
CONDUCT STANDARD TESTS AND MEASUREMENTS
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Conduct standard tests and measurements, and conduct, analyze, and interpret experiments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Perform Analytical Measurements using Instrumentation
Embedded Outcome Number:
C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Lab practical assessment in EIT 212.
How: Student will complete analytical measurements using instrumentation and test standards.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT instrumentation lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Complete lab practical assessment using instrumentation and test standards to accurately measure and document analytical applications, such as pH.

Student Success Improvement Goal:
80% of students will score greater than 80% on lab assessment that indicates proficiency in the "Data Representation/Collection" category for lab assessment for measuring pH applications in EIT 212. Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior EIT students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
More than 80% of the students correctly configured and connected equipment for pH and Conductivity. This included set up and operation of equipment to take readings. This assessment was completed in EIT-212 in the Spring and Summer semesters. There were 6 student participants in the Spring. The average lab assessment score was found to be 96%.
**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The assessment results exceeded the goal. There was an increase of 34% in this year's assessment result compared to last year's result.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Through this assessment, the student shows a proficiency in conducting standard tests and measurements, and the ability to analyze experiments.

**Re-evaluation Date:**
6/24/2019

**Changes made to process/modifications:**
Lab assessment was updated to include the use of two industry standard controllers that students will use when they enter the workplace.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Acquire and Interpret Test Data**

**Embedded Outcome Number:**
C-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Acquire and interpret test data using industry standard test equipment and procedures.
How: Student will show proficiency in using industry standard test equipment and procedures in the collection of data.
Who: EIT 110 students.
When: First year EET.
Where: Instrumentation lab.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: The student will show proficiency in conducting tests and measurements using industry standard equipment during lab assessment.

**Student Success Improvement Goal:**
80% of EIT 110 students will score greater than 80% on lab assessment in EIT 110 "Test Equipment and Measurements" lab.

Lab assessment requirements for data collection and analysis include: data is complete and correctly formatted. Proper engineering units are used. Calculations are correct and all lab specified information is included.

**Student Group to be Assessed:**
Students Included: Students in EIT 110.

**Actual Results of Assessment (Percentage):**
86.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

86% of EIT 110 students scored greater than 80% on lab assessment in EIT 110 "Introduction to Process Control Test Equipment and HART" lab number one. Assessment was completed in summer 2018 semester across three sections of EIT 110 that included 21 student participants. The average assessment score was found to be 95%.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the expected results by 6%. This year's assessment result was close to last year's assessment result of 88%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate that the student is proficient in conducting test and measurements using standard industry equipment as well as document and interpret the data.

Re-evaluation Date:
6/24/2019

Changes made to process/modifications:
Each student was given the opportunity to use each of three standard HART communication devices during the course of the lab assessment, including the HART 375, HART 475, and the Meriam communicator.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

WORK AS A TECHNICAL TEAM MEMBER
Number:
D

FY Start:
7/1/2017
FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Function effectively as a member of a technical team.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1

Apply Team Work Skills to Practical Situations
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Apply team work skills to practical situations while completing senior project in EIT 242. How: Senior EIT students are required to work in team settings to successfully plan, construct, and demonstrate a group senior project. Group delegates responsibilities and combines efforts to produce one final result.
Who: EET seniors.
When: Second year EET.
Where: EIT instrumentation lab, and EIT PLC lab.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Work in a team environment to successfully complete a semester long capstone team project.

**Student Success Improvement Goal:**
80% of students will score "Excellent" in the category for core competency #3: Use a variety of thinking skills to evaluate and solve problems within a group.

**Student Group to be Assessed:**
Students Included: Senior year EIT students.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

100% of students scored excellent in the Core Competency#3 Category of the Rubric for the Senior project during the spring semester 2017 for EIT 242 Senior Project in Instrumentation. There were 8 student participants, the final average student score for the project was 92.75%.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
100% of students scored "Excellent" in the category for core competency #3: Use a variety of thinking skills to evaluate and solve problems within a group. This assessment was conducted during EIT 242 in the spring 2018 semester.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**
**What actions will be taken?:**
This semester long projected required students to work in a team environment to design and assemble phase one of a plant simulation. The assessment results indicate students have the ability to function effectively as a member of a technical team as well as interact between various teams.

**Re-evaluation Date:**
6/24/2019

**Changes made to process/modifications:**
Project for Spring semester was the initial build of Process Simulator. Teams worked together and had interaction between teams.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Complete Process Measurement and Control Team Project**

**Embedded Outcome Number:**
D-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Students will successfully work as a team to complete a process measurement and control system lab practical assignment.
How: Demonstrate successful teamwork by assembling and configuring a process measurement
and control application.
Who: EIT 110 students.
When: First year EET.
Where: Instrumentation lab.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Students will demonstrate the ability to work as a team in order to design, construct, configure, and test a level measurement system in the instrumentation lab.

**Student Success Improvement Goal:**
80% of students will achieve a score of "exemplary" in category of demonstration on final team project in EIT 110.

**Student Group to be Assessed:**
EET students taking EIT 110 during summer semester.

**Actual Results of Assessment (Percentage):**
86.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
86% of students achieved a score of "exemplary" in category of demonstration on final team project in EIT 110 during summer semester 2018. Project consisted of the calibration, assembly, and configuration of closed loop system that measures and controls a level application. There were 21 students in three sections of EIT 110.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
There were 21 student participants in the assessment in three sections of EIT 110. The results exceeded the minimum expected results by 6% this year.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students effectively demonstrated the ability to work as a team to design, construct, configure, and test a level measurement system in the instrumentation lab.

Re-evaluation Date:
7/29/2019

Changes made to process/modifications:
The team project was completed before the final lab practical of the semester. The grading rubric for the assessment was updated to closely match the QEP 1, QEP 2, and QEP 3 assessments in addition to the technical requirements for the lab practical.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course, QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

IDENTIFY AND SOLVE ENGINEERING TECHNOLOGY PROBLEMS
Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Identify, analyze, and solve narrowly defined engineering technology problems.

Progress:
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

**Cumulative Assessment Results (Numeric):**
85.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

**Online Instructional Delivery :**

**Offsite Instructional Delivery :**

**Traditional/Hybrid Instructional Delivery :**

Analyze the disaggregated data results above:

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**ASSESSMENT(S)------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Configuration and Testing VFDs**

**Embedded Outcome Number:**
E-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Lab practicals in EIT 212.
How: Students will discuss major components of variable speed drives. Students will perform configuration and testing on VFDs in lab setting.
Who: Senior year EIT students.
When: Second year EIT.
Where: EIT lab.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will successfully configure, program, and test the operation of a variable frequency drive during lab assessment.

Student Success Improvement Goal:
80% of students will score "proficient" in the demonstration category on lab practical assessment related to the configuration, programming, and testing of a three phase VFD application.
Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
More than 80% of the students correctly configured, programmed and connected equipment for three phase VFD Operation. This included operation of equipment and motor connections to take speed and current readings. This assessment was completed in EIT-212 in the Spring semester of 2018. There were 6 student participants in the Spring. The average student score for this assessment was found to be 90%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The assessment results exceeded the minimum expected results for this assessment. This year's results show a 16.7% improvement over last year's results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

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The assessment results indicate the student's ability to identify, analyze, and solve narrowly defined engineering technology problems. This was indicated by the student's ability to configure, program, and test applications of a PowerFlex VFD to operate three phase motor applications.

**Re-evaluation Date:**
6/24/2019

**Changes made to process/modifications:**
This lab assessment was changed to focus on the AB PowerFlex line of drives. These VFDs are commonly found in industry and have network capabilities.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**RELATED ITEM LEVEL 1**

**Utilize HART communicator for DVC analysis**

**Embedded Outcome Number:**
E-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Lab practical assignments in EIT 212.
How: Students will demonstrate the use of HART communicators to properly configure and test control valve DVC positioners. Students will demonstrate the use of diagnostics for testing control valve using diagnostics feature of communicator.
Who: Senior year EIT students.
When: Second year EIT.
Where: Instrumentation lab.

**Type of Assessment:**
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will successfully demonstrate the ability to use advanced configuration equipment and tools for proper setup and testing of Digital Valve Controllers (DVCs).

Student Success Improvement Goal:

80% of students will score greater than 80% on lab practical assessment that demonstrates the student's ability to use advanced calibration tools and features, including the HART communicator for Digital Valve Controller analysis.

Proficient in demonstration grading criteria includes: correct configuration/operation, correct connections/assembly, understanding/explanation of operation, and associated housekeeping requirements.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
70.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
70% of students scored greater than 80% on lab assessment using HART communicator for DVC analysis. This assessment was conducted in summer 2018 semester for EIT 212.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
70% of students scored greater than 80% on lab assessment using HART communicator for DVC analysis. This assessment was conducted in summer 2018 semester for EIT 212. There were 13 student participants in this assessment. The average student score was found to be 95%.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This assessment required the student to demonstrate and use advanced calibration tools and features, including the HART communicator for Digital Valve Controller analysis. Although the results fell below the expected results, this still indicates the student has the ability to identify, analyze, and solve narrowly defined engineering technology problems.

Re-evaluation Date:
6/24/2019

Changes made to process/modifications:
This lab assessment continues to require students use a variety of HART communicators for programming and testing DVCs for both linear and rotary actuator/valve applications.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Apply written, oral, and graphical communication in both technical and non-technical environments; identify and use appropriate technical literature.

Progress:
Completed

Responsible Roles:
Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
75.2500000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Senior Project Presentation
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Prepare and deliver written and oral presentations.

How: Complete, document, and present results of team driven senior project in EIT 242.
Who: EIT seniors.
When: Second year EIT.
Where: EIT instrumentation lab and EIT classroom.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Effectively prepare and present final senior project results.

Student Success Improvement Goal:
80% of students will score "exemplary" on the presentation category of senior project results rating. Team senior project will require the student to communicate effectively. Senior project will be fully documented and presented at completion.

Student Group to be Assessed:
Students Included: Senior year EIT students.

Actual Results of Assessment (Percentage):
63.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
63% of students scored "exemplary" on the presentation category of senior project results rating. Team senior project requires the student to communicate effectively. Senior project was fully documented and presented at completion. Assessment was conducted in spring 2017 during EIT 242.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
63% of students scored "exemplary" on the presentation category of senior project results rating. Team senior project requires the student to communicate effectively. Senior project was fully documented and presented at completion. Assessment was conducted in spring 2017 during EIT 242. There were 8 students assessed, the average score for the complete senior project was found to be 92.5%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This year's assessment results were 24.5% below last year's results of 87.5%. This is an area for improvement.

Re-evaluation Date:
6/24/2019
Changes made to process/modifications:
This year's senior project was focused on the design and assembly of phase one of a plant simulator. Students worked in teams and coordinated between teams on the execution of the project.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Prepare Written Research Summary
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate the ability to successfully research technical information through effective written documentation practices.
How: Given topics related to PLCs and PLC programming, student will research and prepare written summary.
Who: EET 235 students.
When: First year EET.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Student will research PLC related topic and prepare a written summary of the results.
Student Success Improvement Goal:
80% of students will score 80% or greater on written assignment that will research technical information related to PLCs and PLC programming. The student will demonstrate the ability to successfully research technical information through effective written documentation practices.

Student Group to be Assessed:
Students Included: First year EET students.

Actual Results of Assessment (Percentage):
87.5000000000000000000

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
87.5% students completed written report on a PLC research topic with a score of greater than 80%. There were 24 student participants in two sections of EET 235. Assessment completed in fall 2017. The average score for assessment found to be 88%.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This year's assessment was in line with last year's assessment. Last year's assessment result was 88% with 39 student participants compared to this year's result of 87.5% with 24 participants.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assessment results indicate the student has the ability to proficiently prepare a written summary based on research topics.

Re-evaluation Date:
6/10/2019

Changes made to process/modifications:
Additional research topics were added from which the student could choose to complete their research summary.

Person responsible for modifications:
Richard Murphy
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE AN UNDERSTANDING OF LIFE LONG LEARNING
Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

**Becoming a Life Long Learner**

Embedded Outcome Number:

G-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Student message board discussion in EIT 110.

How: Students will discuss the importance of life long learning and exchange ideas on why this is important and how to become a life long learner.

Who: Senior year EIT students.

When: Second year EIT.

Where: EIT 110 written research assignment.

**Type of Assessment:**

Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

90.00

**Minimum Expected Outcome for Level of Achievement (Text):**

Expected Achievement: Student will complete written research assignment on the importance of becoming a lifelong learner. Discussion will address why it is important, how it is accomplished, identify opportunities for life long learning.

**Student Success Improvement Goal:**

90% of students will score greater than 90% on this assignment.

**Student Group to be Assessed:**

Second year EET students taking EIT 110.

**Actual Results of Assessment (Percentage):**

64.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
64% of students completing this assignment scored greater than 90%. There were 19 student participants, the average assignment score was found to be 90%. The assessment was completed in summer 2018 semester in EIT 110 Principles of Instrumentation.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The assessment results fell below the 90% target for this indicator. This also represents a decrease from last year's results of 87.5%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The assessment criteria and requirements need to reviewed. The classroom discussion and presentation prior to the assessment also needs to be reviewed and modified.

Re-evaluation Date:
7/29/2019

Changes made to process/modifications:
This was the second year the assessment was changed to capture student's thoughts and ideas on the importance of life long learning through a research and written assessment, previously it was conducted through a message board discussion.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Research the role of Industry and Standards Organizations.

Embedded Outcome Number:
G-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Research and discuss the importance of Industry and Standards Organizations and how these organizations will be used in the workplace. How: Student discussion and research. Submit written summary of findings. Who: Senior year EIT students. When: Second year EIT. Where: EIT 110.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: The student will demonstrate an understanding of the role of Professional Organizations in the workplace and how these organizations contribute to continued professional development.

Student Success Improvement Goal:
80% of students will achieve a score of greater than 90% on this research and summary assignment.

Student Group to be Assessed:
Second year EET students taking EIT 110.

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of students achieved a score of greater than 90% on this research and summary assignment exploring the roles of industry and standards organizations and how they apply to the workplace. The average score of assessment was found to be 95%. This assessment was completed in EIT 110 Principles of Instrumentation. The assessment was completed in the summer 2018 semester. There were 21 student participants.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
This year's results exceeded the target and was 7.5% greater than last year's assessment results.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The assessment results indicate the student has a good understanding of the roles of industry organizations and how they are used for continuing learning and information throughout their career.

Re-evaluation Date:
7/29/2019

Changes made to process/modifications:
Additional discussion of topic and various industry standard organizations and their purposes were included in classroom discussion

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT AN UNDERSTANDING OF PROFESSIONAL AND ETHICAL RESPONSIBILITIES
Number:
H
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
76.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Recognize the importance of diversity by creating a unique diversity statement.
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The student will identify major corporation's diversity statements and recognize the importance of these statements. The student will use this information to create a unique diversity statement that could be implemented in an organization.

How: Following class discussion, student will research and summarize findings.

Who: First year EET students.

When: First year EET.

When: First year EET.

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 85.00

Minimum Expected Outcome for Level of Achievement (Text): The student will successfully identify corporate and individual social and environmental responsibilities and identify policies from various companies and organizations.

Student Success Improvement Goal: 85% of students will successfully complete this assignment with a score of greater than 85%.

Student Group to be Assessed: EGR 108 students.

Actual Results of Assessment (Percentage): 77.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 77% of students successfully completed this assessment with a score of 85% or greater. The assessment was completed in spring 2018 semester.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results shows that although the student can identify corporate and individual social and environmental responsibilities and use policies from various companies and organizations there is a need for improvement.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This semester's assessment shows a decrease from last year's assessment results of 84%. Although the assessment results were less than target, the results still indicate a good grasp of this learning objective by students.

Re-evaluation Date:
3/29/2019

Changes made to process/modifications:
Usually this is one of the last assignments students complete in the course. Beginning in Fall semester 2018, the assessment will be conducted earlier in the semester, since several students did not complete the assessment at all.

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Create a Code of Ethics for a company or organization.
Embedded Outcome Number:
H-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Following in class discussion, the student will complete an assignment to develop a code of ethics that can be applied to a company or an organization.

How: Student assignment.

Who: First year EET students.

When: EGR 108.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
The student will successfully complete assignment identifying the importance of an individual's commitment to essential core values and teamwork.

Student Success Improvement Goal:
80% of students will score greater than 80% on this assignment.

Student Group to be Assessed:
First year EET students taking EGR 108.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
75% of students scored 80% or greater in assessment developing a code of ethics. Assessment was completed in Fall 2017. There were 12 students in this assessment. The average score for this assignment was found to be 74%.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results failed to meet the target results by 5%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:
6/4/2019

Changes made to process/modifications:

Person responsible for modifications:
Richard Murphy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT COMMITMENT TO QUALITY AND CONTINUOUS IMPROVEMENT
Number:
1

FY Start:
7/1/2017

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Exhibit a commitment to quality, timeliness, and continuous improvement.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------------------------------------------------------------------------------
 RELATED ITEM LEVEL 1
 Demonstrate commitment to quality and continuous improvement during execution of senior project.
 Embedded Outcome Number: I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The student will demonstrate a commitment to quality and process improvements while completing senior project in EIT 242. How: Senior EIT students are required to work in team settings to successfully plan, construct, and demonstrate a group senior project. Project allows the student to demonstrate quality work
practices and process improvements.
Who: EIT seniors.
When: Second year EIT.

Where: EIT instrumentation lab, and EIT PLC lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Work in a team environment to successfully to produce quality results by successfully completing final team project.

Student Success Improvement Goal:
80% of students will score above 85% on senior project.

Student Group to be Assessed:
Senior EET students completed final project course, EIT 242 Senior Project in EIT, during final spring semester.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students completing a semester long senior capstone project scored greater than 85% on the total project score. This project required the student to work in team settings to successfully plan, construct, and demonstrate the completion of phase one of a plant simulator. Project allowed the student to demonstrate quality work practices and process improvements throughout the semester. The assessment results were taken in EIT 242 during the spring 2018 semester.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The results exceeded the target for this assessment. There were eight student participants on the senior project during EIT 242 in the spring 2018 semester.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Assessment results indicate the students has the ability to work as a part of a team to achieve quality results while continuously improving their project throughout the semester.

**Re-evaluation Date:**
6/24/2019

**Changes made to process/modifications:**
The focus of semester team project was the design and assembly of phase one of a plant simulator. Not only were students required to work effectively in their own team, but there was also coordination between teams throughout the semester.

**Person responsible for modifications:**
Richard Murphy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates**

**APPLY TECHNICAL SKILLS**

**Number:**
A

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.

**Progress:**

**Responsible Roles:**

**Program:**
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

**APPLY PRACTICAL KNOWLEDGE TO TECHNICAL PROBLEM SOLVING**

**Number:**
B

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?**
Apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.

**Progress:**

**Responsible Roles:**

**Program:**
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

CONDUCT STANDARD TESTS AND MEASUREMENTS

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Conduct standard tests and measurements, and conduct, analyze, and interpret experiments.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

WORK AS A TECHNICAL TEAM MEMBER
Number: D
FY Start: 7/1/2017
FY End: 6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Function effectively as a member of a technical team.
Progress:
Responsible Roles:
Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates
Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Online Instructional Delivery:
Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

IDENTIFY AND SOLVE ENGINEERING TECHNOLOGY PROBLEMS
Number: E
FY Start: 7/1/2017
FY End: 6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Identify, analyze, and solve narrowly defined engineering technology problems.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

COMMUNICATE EFFECTIVELY
Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Apply written, oral, and graphical communication in both technical and non-technical environments; identify and use appropriate technical literature.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

DEMONSTRATE AN UNDERSTANDING OF LIFE LONG LEARNING

Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

EXHIBIT AN UNDERSTANDING OF PROFESSIONAL AND ETHICAL RESPONSIBILITES
Number: H

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.

Progress:

Responsible Roles:

Program: Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below::

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

EXHIBIT COMMITMENT TO QUALITY AND CONTINUOUS IMPROVEMENT
Number: I
FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Exhibit a commitment to quality, timeliness, and continuous improvement.

Progress:

Responsible Roles:

Program:
Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

Associate Degree, Engineering Design Technology and Related Certificates

APPLY THE KNOWLEDGE, TECHNIQUES, SKILLS AND TOOLS OF THE DISCIPLINE

Number: A

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Complete body of drawings in accordance with ASME/ANSI standards
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will provide a complete body of drawings in accordance with ASME/ANSI standards, while focusing on topics such as view selection and placement, including drawing layout.

What: Lab in EGT 110, EGT 151
How: The Freshmen student will learn about Multi view, isometric, Auxiliary and Section type Drawings.
Who: The Freshmen EGT Student
When: First Year, First Class EGT.
Where: N1602 Lab.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110 and EGT 151)
The Student should Complete AutoCAD LEVEL 1

Student Success Improvement Goal:

Student Group to be Assessed:
EGT 110 and EGT 151
Students Included: The freshmen EGT Student

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
7% above desired passing rate.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Midterm grades will give the student a better understanding of where they are in the class and have ample time to finish on time.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
I will offer open labs and extra help to students that are in need of additional practice.

Re-evaluation Date:
12/3/2019

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1

Complete body of drawings in accordance with ASME/ANSI standards
Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will provide a complete body of drawings in accordance with ASME/ANSI standards, while focusing on topics such as view selection and placement, including drawing layout

What: Lab in EGT 110 and EGT 151
How: The Freshmen student will learn about Multi view, isometric, Auxiliary and Section type Drawings.
Who: The Freshmen EGT Student
When: First Year, First Class EGT.
Where: N1602 Lab.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110 and EGT 151)
The Student should Complete AutoCAD LEVEL 1

Student Success Improvement Goal:

Student Group to be Assessed:
EGT 110 and EGT 151 Students

Actual Results of Assessment (Percentage):
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

EGT 110 Students average rate of passing grades is 81.25%
EGT 151 Students average rate of passing grades is 92.86%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Students are maintaining a higher percentage of passing rate based upon the various methods of delivering the course work. i.e. Videos and hands on learning practices.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
I will continue to work with students one on one in lab after class hours if needed to improve grades.
Re-evaluation Date:  
9/1/2019

Changes made to process/modifications:  
More lab time offered to complete work.

Person responsible for modifications:  
David Odom

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:  
Yes

ENGINEERING MATERIALS, APPLIED MECHANICS, AND MANUFACTURING METHODS
Number:  
AA

FY Start:  
7/1/2017

FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:  
Apply knowledge of engineering materials, applied mechanics, and manufacturing methods.

Progress:  
Completed

Responsible Roles:

Program:  
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
The design process is demonstrated from conception to design and manufacturing of a part or assembly. The use of 3D Printing and CNC are used to complete projects that the students work in teams to finish.

ASSESSMENT(S)------------------------------------------------------------

Perform surveying grade and traverse calculations and or 3D Printing and CNC Projects
Embedded Outcome Number:
AA-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: Turn in projects that demonstrate the above mathematics in surveying techniques such as Grade and Traverse.

What: Lab in EGT 251, EGT 252, and EGT 258

How: The student learns about calculations for surveying

Who: Fourth and fifth semester EDT students

Where: N1602 lab
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): Expected achievement: Lab in EGT 251, EGT 252, and EGT 258

The student should understand and comprehend the geometry and related math needed to complete:

- Level exercise
- Surveying traverse
- Project as assigned
- Design Process
- Manufacturing Process

Expected score: 80% minimum

Student Success Improvement Goal: 80% of the students should be able to pass in the above categories for lab assignment requiring the use thought process and design and manufacturing process.

Student Group to be Assessed: Fourth and fifth semester EDT students

Actual Results of Assessment (Percentage): 100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

EGT 258 - 100% Passing Rate

EGT 252 - 100% Passing Rate

EGT 251 - 100% Passing Rate

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results for this area.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assessment results indicate that the students are understanding the assignments and have the ability to complete the projects.

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:
Additional lab time offered as needed.

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes
APPLY KNOWLEDGE OF MATH, SCIENCE, AND ENGINEERING TO PROBLEMS

Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Demonstrate an ability to apply knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited applications of principles, but extensive practical knowledge.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric): 80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------

RELATED ITEM LEVEL 1

Use the Descriptive geometry

Embedded Outcome Number: B-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will use the Descriptive geometry learned to produce drawings by utilizing the true length of lines, true size and shape of planes, angle between planes and lines and true distance between a point and a plane.

What: : Lab in EGT 110 and EGT 151
How: The Student will learn about Geometric Construction and how it is the basis of all geometric shapes and drafting application.
Who: The Freshmen EGT Student.
When: First Year, First Class EGT.
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151
The Student should understand and comprehend the geometry and related math needed to Complete
AutoCAD LEVEL 1 and Inventor LEVEL 1
Expected score: 80% Min.

Student Success Improvement Goal:
87% of the students were able to comprehend and related math needed to complete all assignments required.

Student Group to be Assessed:
EGT 110, EGT 151

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
There was a 7% above average pass rate for this assessment

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the expected results in this area by 7%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results show that the students are capable and prepared for these technological skills.

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:
none

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

DRAFTING PRACTICE
Number:
BB
Description - What will the student know or be able to do upon completion of the program?:
Apply drafting practice emphasizing mechanical components and systems, as well as fundamentals of descriptive geometry, orthographic projection, sectioning, tolerancing and dimensioning, and basic computer aided drafting and design with technical depth in at least one of these areas.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Project 2 check
Embedded Outcome Number:
BB-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Student project work will be checked from time to time and must demonstrate that all necessary files are in order and correct with proper revisions.

What: Lab in EGT 251, EGT 252, and EGT 258

How: The student will organize all files and drawings related to ongoing projects.

Who: All EDT students.

When: Throughout program

Where: N1602 lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Lab in EGT 251, 252, 258

The student should understand and comprehend the geometry and related math needed to complete:

- Level exercise
- Surveying traverse
- Project as assigned
- Design Process
- Manufacturing Process
Expected score: 80% minimum

**Student Success Improvement Goal:**
80% of the students should be able to pass in the above categories for lab assignment requiring the use thought process and design and manufacturing process.

**Student Group to be Assessed:**
Fourth and fifth semester EDT students

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
- EGT 258 - 100% Passing Rate
- EGT 252 - 100% Passing Rate
- EGT 251 - 100% Passing Rate

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?**:
Assessment results exceeded the minimum expected results for this area.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:
Assessment results indicate that the students are understanding the assignments and have the ability to complete the projects.

**Re-evaluation Date:**
9/1/2019

**Changes made to process/modifications:**
Additional lab time offered as needed.

**Person responsible for modifications:**
David Odom

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?**
Yes

**CONDUCT, ANALYZE, AND INTERPRET EXPERIMENTS**

**Number:**
C

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?**
Demonstrate an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Engineering Design Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Unit Conversion and Scales
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

The student will learn about unit conversion and view scales within drawings.

What: Lab in EGT 225 and EGT 245

How: The student learns about scales and conversions of units also, fractions and decimals

Who: Freshmen EDT students

When: First year EDT

Where: N1602 lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement:

Lab in EGT 225 and EGT 245

The student should understand and comprehend the geometry and related math needed to complete:

- AutoCAD Project 1
- Solid Works Level 1
- Inventor Project 1

Expected score - 80%

**Student Success Improvement Goal:**
80% of students passed the unit conversion and scales incorporated into the software.

**Student Group to be Assessed:**
Lab in EGT 225 and EGT 245

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students passed the unit conversion and scales incorporated into the software.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Assessment results exceeded the minimum expected results by 20% for this assignment.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:
Additional lab time added if needed.

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

PHYSICS AND ENGINEERING MATERIALS
Number:
CC

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Apply knowledge of physics and engineering materials having an emphasis in applied mechanics, or in-depth application of physics having emphasis in mechanical components and design.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates
Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Yes

Online Instructional Delivery:

Offsite Instructional Delivery:
100.00

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Produce closed loop drawings
Embedded Outcome Number:
CC-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

The student will produce surveying drawings included databases, networks, points, and surfaces.

What: Lab in EGT 251, 252, and 258

How: Student will learn about surveying and surveying drawings.

Who: Fourth and fifth semester EDT students

When: Second Year EDT

Where: N1602 lab

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Lab in EGT 251, 252, 258

Student should complete:
- Lesson 1-24 in EGT 251
- Level exercise
- Surveying traverse 1
- Surveying traverse 2
- Total station traverse 1
- Total station traverse 2
- Project as assigned

Student Success Improvement Goal:
80% of the students should be able to pass this section on closed loop drawings.

Student Group to be Assessed:
Fourth and fifth semester EDT students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of Students should complete:
- Lesson 1-24 in EGT 251
- Level exercise
- Surveying traverse 1
- Surveying traverse 2
- Total station traverse 1
- Total station traverse 2
- Project as assigned

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results by 20% for this project.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

FUNCTION EFFECTIVELY AS MEMBER OF TECHNICAL TEAM
Number:
D
FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to function effectively as a member of a technical team.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Project 1 Check
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Student project work will be checked from time to time and they must demonstrate that all necessary files are in order and correct with proper revisions and students will also keep a digital copy of all work.
What: Lab in EGT 225 and EGT 245

How: The student will organize all files and drawings related to the ongoing projects.

Who: All EDT students

When: Throughout the student's career at OCtech

Where: N1602 lab and students will also keep a digital copy of all work.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Lab in EGT and EGT 245

Students shall product all related drawings and documents throughout the semester including digital files as required in the form of a portfolio.

-AutoCAD Project 1
-Solidworks Level 1
-Inventor Project 1

Expected score: 80%

Student Success Improvement Goal:
80% of the students should be capable of passing Project 1
Student Group to be Assessed:
Lab in EGT 225 and EGT 245

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
20% above desired passing rate.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results by 20% for Project 1.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students are capable of following the design to manufacturing process.

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes
IDENTIFY, ANALYZE AND SOLVE PROBLEMS

Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to identify, analyze, and solve narrowly defined engineering technology problems.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Produce drawings and follow design changes through 2D and parametric modeling

Embedded Outcome Number:
E-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: The Student will produce drawings and follow design changes through 2D and parametric modeling

What: Lab in EGT 151, Lab
How: The Student will learn about product development and design change.
Who: The Freshmen EGT Student.
When: First Year
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151
The Student will produce drawings and follow design changes through 2D and parametric modeling. They will learn how to make proper revisions and record these changes.

Complete AutoCAD LEVEL 1 and Inventor LEVEL 1

Student Success Improvement Goal:
80% of the students should be able to produce drawings and follow design changes through 2D and parametric modeling. They will learn how to make proper revisions and record these changes.

Student Group to be Assessed:
EGT 151

Students Included: The freshmen EGT Student.
Actual Results of Assessment (Percentage): 93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
EGT 151 100%

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results by 13%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
I will continue to work with students one on one in lab after class hours if needed to improve grades.

Re-evaluation Date:
10/4/2018

Changes made to process/modifications:

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?: Yes

APPLY WRITTEN, ORAL, AND GRAPHIC COMMUNICATION
Number:
F
FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Demonstrate an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric): 100.00

Cumulative Assessment Results (Text): Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

  RELATED ITEM LEVEL 1

Successfully demonstrate the use of the menu file management, reusing drawing content, creating and using drawing templates, CAD Symbols and symbol libraries, layers and layer management.

Embedded Outcome Number: F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Assessment: By successfully demonstrating the use of the menus, file management, reusing drawing content, creating and using drawing templates, CAD Symbols and symbol libraries, layers and layer management.

What: Lab in EGT 110, EGT 151, EGT 152
How: The Student will learn how to navigate through the different types of software used in the cad lab.
Who: The Freshmen EGT Student.
When: First Year
Where: N1602 Lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151
The Student should understand, comprehend and be able to demonstrate basic computer skills needed to Complete AutoCAD LEVEL 1 and Inventor LEVEL 1

Expected score: 80% Min.

Student Success Improvement Goal:
80% of the students should be able to understand and comprehend basic computer skills

Student Group to be Assessed:
EGT 110, EGT 151

Students Included: The freshmen EGT Student.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Assessment results exceeded the minimum expected results by 7% for this assignment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment results exceeded the minimum expected results by 7% for this assignment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate that students have the ability to comprehend and be able to demonstrate basic computer skills needed to Complete AutoCAD LEVEL 1

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:
Additional lab time will be added if needed.

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

SELF-DIRECTED PROFESSIONAL DEVELOPMENT
Number:
FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of the need for and an ability to engage in self-directed continuing
professional development.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1

Maintain drawing portfolio
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:

Type of Assessment:
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Lab in EGT 225 and 245

Product a resume and drawing portfolio

Students included: second and third semester EDT

**Student Success Improvement Goal:**
80% of the students should be able to complete drawing portfolio.

**Student Group to be Assessed:**
Second and third semester EDT students

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Assessment results exceeded the minimum expected results by 20%

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Assessment results indicate that the students have the ability and are succeeding with portfolio development.
Re-evaluation Date:
9/1/2019

Changes made to process/modifications:
extra lab time to prepare portfolios will be added if needed.

Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

PROFESSIONAL AND ETHICAL RESPONSIBILITIES
Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates
Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Feedback from Employers
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Observation by the instructor during the student's time in class. Also, feedback from employers.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected achievement:

Lab in EGT 251, EGT 252, and EGT 258

The student should represent the Engineering Design Technology program in a professional manner.
Student Success Improvement Goal:
80% of the students should be able to pass all of the necessary testing and interviews and be placed in a job in their field of study.

Student Group to be Assessed:
Fourth and fifth semester EDT students.

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students are prepared for work opportunities in many different areas and disciplines after graduation from the EDT Program.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
There is a high success rate of employment opportunities and placement.

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:
strive for 100% placement.
Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

QUALITY, TIMELINESS, AND CONTINUOUS IMPROVEMENT

Number:
1

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate a commitment to quality, timeliness, and continuous improvement.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Engineering Design Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1

Instructor Observation and Employer Feedback
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Assessment: Observation by the instructor during the student’s time in class. Also, feedback from employers

What: All EGT Labs
How: The Student will follow classroom and school rules. Practice professional behavior by arriving on schedule, dressing appropriately and being civil to other students.
Who: The EGT Student
When: Throughout the students career at OCTECH.
Where: School, workplace, everywhere.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
(EGT 110, EGT 151 and EGT 152)

The Student should represent the Engineering Graphics Program and Orangeburg Calhoun Technical College in a professional manner.

Complete AutoCAD LEVEL 1 and Inventor LEVEL 1

Expected score: NA
Student Success Improvement Goal:
80% of students should be placed

Student Group to be Assessed:
EGT 110, EGT 151
Students Included: The freshmen EGT Student.

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% completion of mock interviews

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students are prepared for interviews and are given notes on presenting a professional appearance. 90% of students demonstrated that they were prepared for a professional environment.

Develop Supportable Conclusions:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty will provide students with more opportunities for mock interviews.

Re-evaluation Date:
9/1/2019

Changes made to process/modifications:
Person responsible for modifications:
David Odom

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Certificate, Radiation Protection*

PRACTICE SAFETY

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Practice safety.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

safe work procedures and best practices
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Examine safe work procedures and best practices in RPT 243
How: Through online learning, research, review of regulations and recommendations guides. Completion of HAZWOPER certificate
Who: RPT Seniors
When: Second year RPT
Where: Laboratory and online learning

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will demonstrate knowledge of standard safety work practices through written tests.

Student Success Improvement Goal:
Success Level: All students will score greater than 70% on written tests on standard safety practices and procedures.

Student Group to be Assessed:
Students Included: Senior year RPT students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Follow Safe Work Procedures in Industrial Environment

Embedded Outcome Number:

A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: In RPT 290 follow safe work procedures in industrial environment.
How: During internship experience, students will follow employer’s procedures and practices in the workplace.
Who: RPT senior internship participants.
When: Second year RPT.
Where: Industry

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate the ability to safely work in an industrial environment by following standard safety practices.

**Student Success Improvement Goal:**
Success Level: All internship participants will successfully complete mandatory employer safety training.

**Student Group to be Assessed:**
Students Included: Senior year internship participants.

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

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**EXHIBIT PROFESSIONALISM**

**Number:**

B

**FY Start:**

7/1/2017
Description - What will the student know or be able to do upon completion of the program?:
Exhibit professionalism.

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Ability to Work as a Professional
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate the ability to work as a professional in an industrial workplace.
How: Follow employer procedures and guidelines.
Who: RPT senior internship participants.
When: Second year RPT.
Where: Industry

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate the ability to work as a professional team member in an industrial environment by following employers’ guidelines.

Student Success Improvement Goal:
Success Level: All internship participants will score above average rating on relations/interaction with others on end of semester employee evaluation.

Student Group to be Assessed:
Students Included: Senior year internship participants.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE PROFESSIONALLY
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Communicate professionally.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Prepare and Deliver Written Reports
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Prepare and deliver written reports
How: Complete data analysis, document, and present written results of laboratory projects in RPT 243 and RPT 253
Who: RPT first and second year.
When: First and second year RPT.
Where: RPT laboratory and site visits.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: Effectively share communications with other team members in a team environment to successfully complete team based lab practical.

**Student Success Improvement Goal:**
Success Level: All students will score beyond satisfactory or exceptional on team based lab practical evaluations in communication between team members category.

**Student Group to be Assessed:**
Students Included: First and second year RPT students.

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Complete Lab Practicals with Written Documentation
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Support completed lab practical with written documentation.
How: Quantify, perform data analysis and categorize lab results through written documentation and oral presentation.
Who: RPT juniors and seniors.
When: First and second year RPT.
Where: RPT lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students will successfully complete formal lab reports as required to support lab practical.

Student Success Improvement Goal:
Success Level: 100% of all students will follow standard format for formal lab reports.

Student Group to be Assessed:
Students Included: First and second year RPT students.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELEVANT ITEM LEVEL 1

Successfully Transfer Information Through Effective Written Documentation Practices
Embedded Outcome Number:
C-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate the ability to successfully transfer information through effective written documentation practices.
How: RPT 290 - Summarize work activities and results to team members and supervision. Document internship experiences through on-line forum.
Who: RPT senior internship participants.
When: Second year RPT.
Where: Industry

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

 DEMONSTRATE TEAM WORK

Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate teamwork.
Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Apply Teamwork Skills to Practical Situations
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Apply team work skills to practical situations while performing lab practical in RPT 243 and RPT 253.
How: First and second year RPT students are required to work in team settings to successfully execute various lab practical. Group delegates responsibilities and combines efforts to produce one final result.
Who: RPT first and second year.
When: First and second year RPT.
Where: RPT lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Work in a team environment to successfully complete team based lab practical.

Student Success Improvement Goal:
Success Level: All students will score beyond satisfactory or exceptional on team based lab practical evaluation category for each team member contributed equally.

Student Group to be Assessed:
Students Included: First and second year RPT students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Work Effectively in a Team Environment
Embedded Outcome Number:
D-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: In RPT 290 - Successfully work in team environment.
How: Produce quality results while working in a team setting.
Who: Senior internship participants.
When: Second year RPT.
Where: Industry

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Demonstrate the ability to work as a part of a team to successfully complete assigned tasks.

Student Success Improvement Goal:
Success Level: All internship participants will score above average rating on relations/interaction with others on end of semester employee evaluation.

Student Group to be Assessed:
Students Included: Senior year internship participants.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:
DEMONSTRATE KNOWLEDGE OF RADIATION SAFETY CONTROLS AND REGULATIONS

Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Demonstrate knowledge of radiation safety controls and regulations.

Progress:

Responsible Roles:

Program: Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
Working Knowledge of Regulation Guides
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Apply working knowledge of regulation guides (10CFR20) in RPT 243 and RPT 253
How: Second year RPT students are required utilize 10CFR20 regulations and apply to best radiation practices and scenarios
Who: RPT second year.
When: Second year RPT.
Where: Online

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected: Become familiar with 10CFR20

Student Success Improvement Goal:
Success Level: All students will score beyond satisfactory or exceptional online exams and quiz

Student Group to be Assessed:
Students Included: Second year RPT students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:


Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

UNDERSTAND SCENARIOS THAT NECESSITATE THE USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE)
Number: F

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Understand scenarios that necessitate the use of personal protective equipment (PPE).

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Online Instructional Delivery:
Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Determine Hazards and Assess Hazards in the Workplace
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine hazards and assess hazards in the workplace that may require the use of PPE via case scenarios in RPT 243, RPT 253
How: Second year RPT students are required to review different case scenarios and deduce the PPE required
Who: Second year.
When: Second RPT.
Where: Online

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected: Become familiar with PPE gear

Student Success Improvement Goal:
Success Level: All students will score beyond satisfactory or exceptional online exams and quiz

Student Group to be Assessed:
Students Included: First and second year RPT students.

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF FUNDAMENTAL CONTENT IN BASIC AREAS OF CHEMISTRY

Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of fundamental content in basic areas of chemistry.

Progress:

Responsible Roles:

Program:
Certificate, Radiation Protection*

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Critical Thinking

Embedded Outcome Number:

G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Integrate chemistry knowledge with critical thinking to solve problems

How: Second year RPT students in CHM 105 and CHM 204 are required perform qualitative and quantitative chemical analysis

Who: Second year.

When: Second year RPT.

Where: In class, 2nd year

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

100.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected: Become familiar with chemistry fundamentals, articulate scientific information via oral and written communication

Student Success Improvement Goal:

Success Level: All students will score beyond satisfactory or exceptional via exams, assignments, practical and quiz
Student Group to be Assessed:
Students Included: Second year RPT students.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Industrial Technology
Associate Degree, Automotive Technology and Related Certificates
DIAGNOSE AND REPAIR ENGINE PROBLEMS

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Diagnose & repair engine problems using industry standard equipment.
Progress: 
Completed

Responsible Roles: 

Program: 
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric): 
85.5000000000000000000 

Cumulative Assessment Results (Text): 

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above: 

ASSESSMENT(S)------------------------------------------------------------------------------------------------------------------
RELATIVE ITEM LEVEL 1
Evaluate Engine
Embedded Outcome Number: 
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
What: Students will be able to evaluate engine condition using industry diagnostic tools & equipment.
Who: Entry level students
When: AUT 102
Where: NATEF Engine I Tasks A1, A3, A7, C1, C4 using formative and summative tasks & course exams.

Type of Assessment: 
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 
80.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in AUT 102 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%.

Student Group to be Assessed:
Students enrolled in AUT 102

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of students enrolled in AUT 102 scored 80% or higher on the assigned task.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
By setting up the different variety of engines, the students learned that not all engines can be diagnosed the same way. But the same basic approach is the same. This helps them to better understand the the different design engines and learn what diagnostic equipment we use for each.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We will work to develop labs to set up for different ranges of models and engines so students can diagnose and repair.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Identify Internal Parts of a Modern Automobile Engine
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student will be able to identify the internal parts of a modern automobile engine.
Who: Entry level students
When: AUT 102
Where: Component identification lab task and textbook worksheet.
NATEF Engine I Tasks A2, A3, B3, C4 Textbook formative worksheet and summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in AUT 102 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
.2%

Student Group to be Assessed:
Students enrolled in AUT 102

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students enrolled in AUT 102 scored 80% or higher on the assigned task.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Having a more variety of engines helped the students be more proficient with identifying the internal engine components.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We will purchase new engines for the training labs so students have access to new technology in the industry.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DIAGNOSE AND REPAIR AUTOMATIC TRANSMISSIONS
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------
RELATI0N ITEM LEVEL 1
Automatic Transmission Condition
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will be able to evaluate automatic transmission condition
How: Using line pressure & diagnostic tools & equipment.
Who: Senior level students
When: AUT 151
Type of Assessment: 
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 
80.00

Minimum Expected Outcome for Level of Achievement (Text): 
Expected Achievement: 80% of students enrolled in AUT 151 will score 80% or higher on the assigned task.

Student Success Improvement Goal: 
2%

Student Group to be Assessed: 
Students enrolled in AUT 151

Actual Results of Assessment (Percentage): 
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of students enrolled in AUT 151 scored 80% or higher on the assigned task.

Results of Assessment Date: 
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
We have continued to update our supply of newer technology design transmissions to help the students understand the different styles that are in the industry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will continue to update engines and transmissions in the lab so students are exposed to new technology in the industry.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Inspect, Test, Adjust, Repair, or Replace Automatic Transmission Electrical/Electronic Components and Circuits

Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Inspect, test, adjust, repair, or replace automatic transmission electrical/electronic components and circuits including computers, solenoids, sensors, relays, terminals, connectors, switches, and harnesses.
Who: Senior level students
When: AUT 151
Where: NATEF Automatic Transmission II Tasks B3 using scan tool, DVOM, lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: 80% of students’ will achieve mastery level of all 3 NATEF tasks.
Student Success Improvement Goal:
2% Increase each year

Student Group to be Assessed:
AUT 151 Students

Actual Results of Assessment (Percentage):
93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students’ achieved mastery level of all 3 NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The updated scan tool that we purchased was able to hook up to the cars and pull data pids to show the students exactly what problems are going on in the vehicles. We are continuing to update our technology to reflect the industry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, we will purchase new equipment on transmission training models to access new technology.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed
PERFORM MANUAL DRIVETRAIN DIAGNOSIS AND REPAIR

Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
PERFORM MANUAL DRIVETRAIN DIAGNOSIS AND REPAIR

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
94.500000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Diagnose Clutch
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose clutch noise, binding, slippage, pulsation, and chatter; determine necessary action.
Who: Senior level students
When: AUT 115

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of NATEF B1 task.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 115 Students

Actual Results of Assessment (Percentage):
93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students’ achieved mastery level of NATEF B1 task.

Results of Assessment Date:
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**
We did increase student knowledge of manual transmissions with using AVI and online resource material to cover the different design systems in the industry.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**
We are currently seeking new model manual transmission to set up more individual practice labs.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**

**RELATED ITEM LEVEL 1**

**Check and Adjust Clutch**

**Embedded Outcome Number:**
C-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**
What: Check and adjust clutch master cylinder fluid level; check for leaks.
Who: Senior level students
When: AUT 115
Where: NATEF Manual Drivetrain III Task B5 visual inspection, lab job sheet & replenish with DOT 3 brake fluid

**Type of Assessment:**
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 115

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Most newer vehicles incorporate the brake master cylinder in with the clutch system for the hydraulics. We have a newer model nissan that use for training. The students have to identify the components and actually get to go through the bleeding process.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
With the purchase of newer model manual transmission, students will have the opportunity to practice skills on current industry standards.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DIAGNOSE AND REPAIR SUSPENSION & STEERING SYSTEMS

Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR SUSPENSION & STEERING PROBLEMS AND TAKE APPROPRIATE ACTION

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Diagnose Power Steering Gear
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose power steering gear (rack and pinion) binding, uneven turning effort, looseness, hard steering, and noise concerns; determine necessary action.
Who: Entry level students
When: AUT 124
Where: NATEF Suspension & Steering IV Task B1 using test drive, visual inspection, lab job sheet. Summative exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 124 Students

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students’ achieved mastery level of all NATEF tasks.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
This year we purchased a power steering pressure gauge set to be able to hook up to most of the training vehicles that we have in our fleet, to help the students see the pressure changes in the hydraulic systems, and to determine the faults. They used flow charts to help with these tasks.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will work to set up training vehicles to provide students more practice on manufacturer new technology.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Inspect, Replace, and Adjust Tie Rod Ends (sockets), Tie Rod Sleeves, and Clamps
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect, replace, and adjust tie rod ends (sockets), tie rod sleeves, and clamps.
Who: Entry level students
When: AUT 124
Where: NATEF Suspension & Steering IV Task B17 using industry tools, lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
This year, the goal is a 2% increase over the expected outcome of 80%

Student Group to be Assessed:
AUT 124 students

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The students get to train on the new technology dealing with driver assist systems. The newer model training vehicles incorporate the different technology so that we can train our students and get them prepared to work on them. Driver assist vehicles are not going away!

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Plan to purchase new training vehicles for suspension and alignment set ups.
Re-evaluation Date: 

Changes made to process/modifications: 

Person responsible for modifications: 

Progress: 
Completed 

Responsible Roles: 

QEP SLO(s) Assessed in this Course Activity: 

Was the QEP Rubric used to assess this activity?: 

**DIAGNOSE AND REPAIR BRAKE SYSTEMS** 

**Number:** 
E 

**FY Start:** 
7/1/2017 

**FY End:** 
6/30/2018 

**Description - What will the student know or be able to do upon completion of the program?:** 

DIAGNOSE AND REPAIR BRAKE SYSTEMS 

**Progress:** 
Completed 

**Responsible Roles:** 

**Program:** 
Associate Degree, Automotive Technology and Related Certificates 

**Cumulative Assessment Results (Numeric):** 
90.00 

**Cumulative Assessment Results (Text):** 

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 

No 

**Online Instructional Delivery:**
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Diagnose Disc Brake
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose poor disc brake stopping, noise, vibration, pulling, grabbing, dragging, or pulsation concerns; determine necessary action.
Who: Entry level students
When: AUT 111
Where: NATEF Brakes V Task D1 using micrometer, dial indicator, road test, visual inspection & lab job sheet. Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 111 Students
Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The newer standards incorporate driver assist systems. The students will have to be able to work on the newer systems, so we are updating our fleet to be able to teach the newer technology. This helps us set up more labs to help students practice the different skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, we will set up labs to incorporate more of the electronic braking system designs used on newer cars and update our standards to NATEF 2017.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Refinish/Measure rotor
Embedded Outcome Number:
E-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Refinish rotor off vehicle; measure final rotor thickness and compare with specifications.
Who: Senior level students
When: AUT 211
Where: NATEF Brakes V Task D9 using Shop Key information, micrometer, Ammco brake lathe & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 90% of students’ achieve mastery level of NATEF task D9.

Student Success Improvement Goal:
2%

Student Group to be Assessed:
AUT 211 Students

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of students’ achieve mastery level of NATEF task D9.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The newer on car brake lathe incorporates the micrometer reading and lateral runout readings as well. The new pro-cut lathe will help students see the bad rotors from the beginning of the repair and record the data so that it can be assessed later.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Next year, we will purchase an on-car brake lathe to help with individual practice for new rotor
designs used in the industry.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**DIAGNOSE AND REPAIR ELECTRICAL/ELECTRONIC SYSTEMS**

*Number:* F

*FY Start:* 7/1/2017

*FY End:* 6/30/2018

*Description - What will the student know or be able to do upon completion of the program?:*
DIAGNOSE AND REPAIR ELECTRICAL/ELECTRONIC
SYSTEMS

*Progress:* Completed

*Responsible Roles:*

*Program:* Associate Degree, Automotive Technology and Related Certificates

*Cumulative Assessment Results (Numeric):*
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Electrical/Electronic Circuits
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate knowledge of the causes and effects from shorts, grounds, opens, and resistance problems in electrical/electronic circuits.
Who: Entry level students
When: AUT 131
Where: NATEF Electrical/Electronic VI Task A4 using Shop Key information, textbook, DVOM & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase
Student Group to be Assessed:

AUT 231 Students

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
8% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The students will be trained on newer technology electrical trainers. ATECH training trainers will help the student understand the different faults that can happen in the electrical system. We are able to track the progress of each student as well.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, we will design new labs for students to practice electrical skills on the new ATECH electrical trainers.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 
Inspect and Test Electrical/Electronic Circuits

Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect and test switches, connectors, relays, solenoid solid state devices, and wires of electrical/electronic circuits; determine necessary action.
Who: Senior level students
When: AUT 231
Where: NATEF Electrical/Electronic VI Task A10 using Shop Key information, DVOM, Snap-on Vantage graphing meter.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2%

Student Group to be Assessed:
AUT 231 students

Actual Results of Assessment (Percentage):
86.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
86% of students’ achieved mastery level of all NATEF tasks.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
ATECH GM can system trainer will help the students be able to see a good systems working properly and being able to put faults in the training to diagnosis the different problems that could occur.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, we will set up new labs for students to develop CAN system diagnosis on new model cars.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DIAGNOSE AND REPAIR HEATING AND AIR CONDITIONING SYSTEMS
Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR HEATING AND AIR CONDITIONING SYSTEMS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.5000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Identify Problems with A/C System
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Performance test A/C system; identify problems.
Who: Entry level students
When: AUT 241
Where: NATEF Heating & Air Conditioning task VII A3 using R-134 gauge set, Shop Key information & lab job sheet,
Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00
Minimum Expected Outcome for Level of Achievement (Text):

Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 241 Students

Actual Results of Assessment (Percentage):
80.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of students’ achieved mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
More training vehicles and electrical trainers that incorporate the newer technology systems for HVAC will help students understand the different type system on the market.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, we will continue to use new training vehicles to set up more individual practice on A/C systems.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1

Remove, Inspect, and Install Expansion Valve or Orifice (expansion) Tube

Embedded Outcome Number:
G-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Remove, inspect, and install expansion valve or orifice (expansion) tube.
Who: Entry level students
When: AUT 241
Where: NATEF Heating & Air Conditioning task VII B9 using R-134 recovery unit, orifice tube extractor, Shop Key information & lab job sheet.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:

Student Group to be Assessed:
AUT 241 Students

Actual Results of Assessment (Percentage):
81.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:


81% of students’ achieve mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
2017 standard for ASE education foundation is now in place to help get the students ready for the newer designs systems on the market.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Continue to update current NATEF standards to reflect 2017 requirements.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DIAGNOSE AND REPAIR ENGINE PERFORMANCE SYSTEMS
Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
DIAGNOSE AND REPAIR ENGINE PERFORMANCE SYSTEMS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Diagnose Abnormal Engine Noises or Vibration Concerns
Embedded Outcome Number:
H-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Diagnose abnormal engine noises or vibration concerns; determine necessary action.
Who: Entry level students
When: AUT 145
Where: NATEF Engine Performance VIII B9 using stethoscope, diagnostic tools, Shop Key information, textbook & lab job sheet. Formative exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks

**Student Success Improvement Goal:**
2% increase

**Student Group to be Assessed:**
AUT 145 students

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students’ achieved mastery level of all NATEF tasks

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students did well this task, and i believe that the newer engines that we have on hand and the ability to let them actually see the components involved help as well.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
We will continue to update engines to reflect current 5-year technology.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Perform Active Tests of Actuators
Embedded Outcome Number:
H-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Perform active tests of actuators using a scan tool; determine necessary action.
Who: Senior level students
When: AUT 245
Where: NATEF Engine Performance VIII B3 using Modis scan tool, Shop Key information & lab job sheet.
Summative exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 85% of students’ achieve mastery level of all NATEF tasks.

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 245 Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of students’ achieve mastery level of all NATEF tasks.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The purchase of the new Ford IDS software and computer based scan tool help the students to see live data from the screen to diagnose problems with the vehicle.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, we will incorporate the purchase of the new Ford MDI scan tool to teach students on newer industry vehicles.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

FOLLOW GOVERNMENTAL AND EMPLOYER RULES & REGULATIONS
Number:
I

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
FOLLOW GOVERNMENTAL AND EMPLOYER RULES & REGULATIONS
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Knowledge of Material Safety Data Sheets (MSDS).

Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Locate and demonstrate knowledge of material safety data sheets (MSDS).
Who: All students
When: AUT 159 & all AUT classes.
Where: MSDS information and textbook written assignment.
Safety exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will follow environmental standards of the automotive industry.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All Automotive Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students followed environmental standards of the automotive industry.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The new 2017 standards are in effect as well as the AVI series of safety. We also incorporate SP2 with the safety course to help reinforce student safety and knowledge.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Continue to incorporate workplace and employability skills in the classroom and lab settings to help students be 100% efficient.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Prepare Vehicle to Return to Customer
Embedded Outcome Number:
I-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.).
Who: All level students
When: AUT 159 and all classes.
Where: OCtech & industry standard procedure, OSHA rules, student work ethic grade

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of all students will adhere to rules and regulations.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All automotive students
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of all students adhered to rules and regulations.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
SP2 now incorporates a new course on customer service relations. We are able to let the students work through this course and get a better understanding of different scenarios. Also blaster university is used as well. Some of the same language.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Continue to help students be prepared to accommodate customer satisfaction in the workplace.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEVELOP & USE POSITIVE WORKING RELATIONSHIPS
Number:
J

FY Start:
7/1/2017

FY End:
Description - What will the student know or be able to do upon completion of the program?:
DEVELOP & USE POSITIVE WORKING RELATIONSHIPS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1

Awareness of the Team Concept
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate awareness of the team concept, expected work ethics and collaboration with students.
Who: All level students
When: All AUT classes & AUT 159.
Where: Lecture, notes, role play and textbook written assignment

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will demonstrate strong work ethics.

Student Success Improvement Goal:
Maintain 100%

Student Group to be Assessed:
All AUT-159 Automotive Students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students demonstrated strong work ethics.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
By our accreditation agent (ASE Education Foundation) we incorporate workplace employability skills in our standard grading each day. The students understand the expectations of their actions.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will continue to instill workplace and employability skills to help students be successful in the automotive and diesel industry.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

FOLLOW WRITTEN INSTRUCTIONS
Number:
K

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
FOLLOW WRITTEN INSTRUCTIONS

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Automotive Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Complete Work Order
Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. Interpret repair instructions.
Who: All level students
When: AUT 159 and all classes.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
90% of all students will utilize work orders for vehicle repair

Student Success Improvement Goal:
2% increase

Student Group to be Assessed:
AUT 159 Students

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of all students utilized work orders for vehicle repair.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The students write work orders daily depending on which lab we are working in. We are also pushing them to write up the 3c. Customer complaint, the Cause, and the Correction.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will work to set up labs for students to improve skills on writing work orders that enter the lab or shop, which is up to industry standards.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Industrial Electronics Technology and Related Certificates
INDUSTRIAL SAFETY
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Practice industrial safety.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
46.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------------
RELATED ITEM LEVEL 1
Safety Practices
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will learn about industrial safety practices and apply this knowledge in lab practical.
How:
Through classroom lecture and discussion of safety practices, including Lockout and Tag Out procedures.
Who:
IET Freshman Students.
When:
First year IET.
Where:
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate knowledge of correct Industrial Safety Procedures through written test and application of knowledge in lab practices.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass the Written Safety Test (Test 1) with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-165 Students.

Actual Results of Assessment (Percentage):
46.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
46% of students passed the assessment with a minimum of a 70 class average.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Next year, we will add Mindtap (an e-book with assessments and activities) to help students remediate at home.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

PROFESSIONALISM
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Practice professionalism.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates
Cumulative Assessment Results (Numeric):
0.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Practice Team Work

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will learn about team work. They will learn the concept of sharing knowledge and exhibit integrity in dealing with others. How: Through interaction with others in the design of a working Senior Project. Who: IET Senior Students. When: Second year IET. Where: EEM 275 Technical/Systems Troubleshooting.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to work as a viable team member in constructing a working Senior Project.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Working Projects Category with a 70 minimum class average.

**Student Group to be Assessed:**
Students Included: EEM 275 Technical/Systems Troubleshooting

**Actual Results of Assessment (Percentage):**
0.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
None of the students in the course were able to pass in the Working Projects Category with a 70 minimum class average.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
No students passed the assessment with a C or better.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The course was offered again the following semester to supplement the first course and help students with skills that needed remediation.

**Re-evaluation Date:**
1/31/2019

**Changes made to process/modifications:**
Faculty will work with the Dean to find additional resources to help students PLC and H-bridge circuit. Additional Mind-tap resources will be used to help students succeed. A second mini-semester will also be offered next year to help students.

**Person responsible for modifications:**

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Communicate professionally and effectively.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Produce Typed Technical Reports and Oral Technical Presentations
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will be introduced to the concept of producing typed technical reports and oral technical presentations. How: By producing typed bi-weekly reports, of work that has been achieved with their project. By producing a typed final report and a video oral presentation, of the finished project. Who: IET Seniors. When: Second Year IET. Where: EEM 275 Technical/Systems Troubleshooting.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to produce quality technical reports and technical presentations.

Student Success Improvement Goal:
Success Level:
80% of the student should be able to pass in the Written Report Category for this class with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM 275 Technical/Systems Troubleshooting Students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students were able to pass in the Written Report Category for this class with a 70 minimum class average.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The faculty will add the Mind-tap e-book and resources to help students in this course next year.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

INTERPRET SCHEMATICS

Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Interpret schematics.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
28.5000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Interpret Ladder Logic Diagrams, Create and Troubleshoot Electrical Motor Control Circuits
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Student will learn to interpret schematic diagrams to successfully create and troubleshoot solid state electronic circuits.
How:
Through classroom lecture and lab practices.
Who:
IET Seniors.
When:
Second year IET.
Where:
EEM-131 (Solid State Devices) Classroom.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required labs in EEM-131. (This includes wiring lab boards, from schematic drawings, and troubleshooting labs).

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category for this class with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-131 Students.

Actual Results of Assessment (Percentage):
28.50

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
28.5% of the students should be able to pass in the Labs Category for this class with a 70 minimum class average.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was not met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, we will add e-resources to allow students to remediate outside of class time. Faculty will also look into purchasing newer trainers to help students with lab activities.
Re-evaluation Date:
1/31/2019

Changes made to process/modifications:
Faculty will work with the Dean to choose e-resources to support students success and update lab activities.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

READ, INTERPRET, AND OPERATE TEST EQUIPMENT
Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Read, interpret, and operate test equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Test Equipment**

**Embedded Outcome Number:**

E-1

**Assessment Task Description** - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

**What:**
Student will learn how to use test equipment, including multimeters and oscilloscopes.

**How:**
Using voltmeters, ammeters, signal generators and oscilloscopes.

**Who:**
IET Freshman Students.

**When:**
First year IET.

**Where:**
In EEM-118 (A.C./D.C. Circuits II) Classrooms.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement:
Demonstrate knowledge of the correct usage of test equipment through testing and lab practical.

**Student Success Improvement Goal:**
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.
Student Group to be Assessed:
EEM-118 Students.

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students were able to pass in the Labs Category with a 70 minimum class average.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Next year, we will add e-resources and more up-to-date labs, as well as a new lab assistant to help students during lab activities.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TROUBLESHOOT AND REPAIR ELECTRONIC EQUIPMENT & SYSTEMS
Number:
FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Troubleshoot and repair electronics equipment and systems.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
0.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)........................................................................................................
RELATED ITEM LEVEL 1
Demonstrate Logical Troubleshooting Techniques
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will use logical troubleshooting techniques to isolate and localize problems in electrical and electronic circuits. How: Through proper use of test equipment. This includes

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement:
Demonstrate the ability to troubleshoot and repair electrical and electronic circuits.

**Student Success Improvement Goal:**
Success Level:
80% of the students should be able to pass in the Working Robot Category with a 70 minimum class average.

**Student Group to be Assessed:**
Students Included:
ELT 208 Introduction to Robotics students.

**Actual Results of Assessment (Percentage):**
0.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
No students passed the assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
0 out of 7 students passed the assessment.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
EET 252 (redesign course) will be offered to these students to help them practice skills using H-bridge and PLC programming. In addition, EEM 145 (control circuits). These updated courses should help students having difficulty understanding components and robotics.

Re-evaluation Date:
1/31/2019

Changes made to process/modifications:
More practice in labs and the addition of e-resources in this course, as well as the redesign of other program courses should help students master these skills.

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CALIBRATE EQUIPMENT
Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Calibrate equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates
Cumulative Assessment Results (Numeric):
50.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
    Calibrate Test Equipment
    Embedded Outcome Number:
    G-1

    Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Type of Assessment:
    Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
    80.00

Minimum Expected Outcome for Level of Achievement (Text):
    Expected Achievement:
    Demonstrate knowledge of the correct calibration of test equipment through testing and lab practical.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

**Student Group to be Assessed:**
EEM-118 AC/DC Circuits II students.

**Actual Results of Assessment (Percentage):**
50.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
50% of the students were able to pass in the Labs Category with a 70 minimum class average.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
50% (5 out of 10) students passed the assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Next year, e-resources are being added to the course, as well as a new lab assistant will help students learn and practice skills. Two program peer tutors will be hired to help their classmates.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**
OPERATE COMPUTERS (MICROPROCESSORS, PROGRAMMABLE CONTROLLERS)

Number: H

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Operate computers (microprocessors, programmable controllers).

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------
RELATED ITEM LEVEL 1
Create PLC Programs
Embedded Outcome Number: H-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will create PLC programs that will produce desired operating characteristics of the mechanisms involved in project.
How:
Using teach pendants, input / output devices, programming software, measuring devices,
Who:
IET Seniors Students.
When:
Second Year IET.
Where:
In EEM-252 (Programmable Controller Applications).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required PLC Labs and assignments in EEM-252. Demonstrate knowledge of PLC theory through testing.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included: EEM-252 students.

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
90% of the students were able to pass in the Labs Category with a 70 minimum class average.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Next year, the computer lab will be updated and e-learning resources will be added to help students with skill attainment. The faculty is also researching new trainers to purchase for the lab.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**MOTION CONTROL**

**Number:**
1

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Apply motion control theory.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1

Wire and Program D.C. and A.C. Motor Drive Boards
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What:
Students will wire and program D.C. and A.C. motor drive boards to produce desired operating characteristics as determined by instructor.
How:
Using D.C. and A.C. drive boards, and the manufacturer motor drive manuals, in a lab environment.
Who:
IET Seniors.
When:
Second Year IET.
Where:
In EEM-221 (DC/AC Drives).
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Complete required drives labs and assignments in EEM-121.
Demonstrate knowledge of drives theory through testing.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Labs Category with a 70 minimum class average.

Student Group to be Assessed:
Students Included:
EEM-221 Students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students were able to pass in the Labs Category with a 70 minimum class average.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, e-resources will be added, as well as new drive trainers.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF ELECTRICAL WIRING REGULATIONS AND PRACTICES

Number:
J

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of electrical and wiring regulations and practices.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Industrial Electronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.7000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Correct Electrical Wiring Practices
Embedded Outcome Number:
J-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What:
Students will learn to search for specific regulations pertaining to correct electrical wiring
practices.
How:
Through classroom lecture and discussion of National Electric Code regulations.
Who:
IET Freshmen Students.
When:
First Year IET.
Where:
In EEM-140 (National Electric Code).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
Demonstrate the ability to use the National Electric Code Manual to obtain pertinent data.

Student Success Improvement Goal:
Success Level:
80% of the students should be able to pass in the Written Test Category with a 70 minimum class
average.
**Student Group to be Assessed:**
Students Included:
EEM-140 Students.

**Actual Results of Assessment (Percentage):**
85.7000000000000000000

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
85.7% of the students were able to pass in the Written Test Category with a 70 minimum class average.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The goal was met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Going forward, the text book will be updated. The faculty will also consolidate the NEC codes into the course.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**
Associate Degree, Machine Tool Technology and Related Certificates

USE TECHNICAL MATH TO SOLVE MACHINE SHOP PROBLEMS

Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Use technical math to solve machine shop problems.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric): 90.00

Cumulative Assessment Results (Text): Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Convert fractions to decimals add subtract divide and multiply fractions solve basic shop formulas and calculate triangles

Embedded Outcome Number: A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will convert fractions to decimals add subtract divide and multiply fractions solve basic shop formulas and calculate triangles

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT-105 will score 70% or higher on the tests

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT-105

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The students had some problems with fractions.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We set up time for tutoring to help with fractions.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SET-UP & OPERATE MACHINE SHOP EQUIPMENT
Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Setup and operate machine shop equipment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Setup and operate lathes drill press saws surface grinders and practice preventive maintenance**

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will setup and operate lathes drill press saws surface grinders and practice preventive maintenance

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of the students enrolled in the MTT program will score 70% or higher on assigned tasks

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
students enrolled in MTT

**Actual Results of Assessment (Percentage):**
85.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
85% of the students made a 70 or above on all tests.

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?**:
The students did reach their goal, but still had trouble with speeds and feeds.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We put up some more videos online.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM TOOLING PROCEDURES
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform tooling procedures.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.00
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Select proper cutting tools using the correct geometry and compute speeds and feeds for certain types of metals
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Select proper cutting tools using the correct geometry and compute speeds and feeds for certain types of metals

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the student enrolled in MTT 112 will score 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 112

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Student had trouble with tool geometry.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We have tutoring for them and also videos on line.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

BUILD BASIC DIES, JIGS, & FIXTURES
Number:
D

FY Start:
7/1/2017

FY End:
Description - What will the student know or be able to do upon completion of the program?:
Build basic dies, jigs, and fixtures.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

Build, assemble, and test basic blanking dies and build assemble test basic fixtures
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Build, assemble, and test basic blanking dies and build assemble test basic fixtures

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
90% of the students enrolled in MTT 224 & MTT 241 will score a 70% or higher on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 224 & MTT 241

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Students have problems with punch and die clearance.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We offered tutoring for punch and die clearance.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

READ & DRAW BLUEPRINTS
Number: E

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Read and draw blueprints.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric): 85.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Identify symbols and understand geometric tolerancing; find information on a blueprint
Embedded Outcome Number: E-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to identify symbols and understand geometric tolerancing; find information on a blueprint.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 120 will score 70% or higher on assigned tasks.

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 120

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
They were a little weak on the symbols.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We offered on line videos.

Re-evaluation Date:
Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PRACTICE SAFETY

Number: F

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Practice safety.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :
**Traditional/Hybrid Instructional Delivery:**

**Analyse the disaggregated data results above:**

**ASSESSMENT(S)-----------------------------------------------**

**RELATED ITEM LEVEL 1**

**Follow osha regulations report hazardous conditions and perform good housekeeping**

*Embedded Outcome Number: F-1*

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

Students will follow osha regulations report hazardous conditions and perform good housekeeping.

**Type of Assessment:**

Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

90.00

**Minimum Expected Outcome for Level of Achievement (Text):**

90% of the MTT 111 will score 70% or higher on the assigned tasks.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

Students enrolled in MTT 111

**Actual Results of Assessment (Percentage):**

80.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

80% of the students made a 70 or above on all tests.

**Results of Assessment Date:**
Key Findings - Based on your assessment data, what factors influenced the results?:
They had trouble following safety rules.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We would discuss safety each day, before entering the lab.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

EXHIBIT PROFESSIONALISM
Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Exhibit professionalism.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Practice time management, plan work sequence, and take pride in workmanship
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Practice time management, plan work sequence, and take pride in workmanship

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students enrolled in MTT 126 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 126

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
They were rushing to get there work completed and didn't take pride in there parts.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Time management is a big part of the parts, but parts have to be right. So we had them make the parts over this helped bring up the quality.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY

Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:

Communicate effectively.

**Progress:**
Completed

**Responsible Roles:**

**Program:**
Associate Degree, Machine Tool Technology and Related Certificates

**Cumulative Assessment Results (Numeric):**
95.00

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**

**ASSESSMENT(S)**

**RELATED ITEM LEVEL 1**

Use shop terminology make suggestions for continuous improvement and problem solving

**Embedded Outcome Number:**
H-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
Use shop terminology make suggestions for continuous improvement and problem solving

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of students enrolled in MTT 232 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 232

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
They needed to use shop terminology more when asking questions about machining.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We use the word of the day.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes
CARE FOR & USE PRECISION MEASURING INSTRUMENTS

Number:
1

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Care for and use precision measuring instruments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Use precision instruments & take proper care of the instruments
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use precision instruments & take proper care of the instruments

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of the students enrolled in MTT 112 will score 70% or higher on the assigned tasks

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
students enrolled in MTT 112

**Actual Results of Assessment (Percentage):**
90.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
90% of the students made a 70 or above on all tests.

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Handling and care for the precision instruments wasn't good, a lot of poor handling.

**Develop Supportable Conclusions - What do you plan to do to improve student learning?**

**What actions will be taken?:**
Online videos

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Use basic welding equipment.

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

USE BASIC WELDING EQUIPMENT

Number: J

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Use basic welding equipment.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric): 90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------
Demonstrate proper use of electric and gas welding equipment and practice equipment storage safety

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 125 will score 70% or higher on the assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 125

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
They had poor welds with poor penetration.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

We put up videos and offered tutoring.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM BASIC CUTTER-GRINDING OF METAL WORKING TOOLS
Number: K

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform basic cutter-grinding of metal working tools.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric): 85.00

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Understand tool geometry to be able to sharpen a cutting tool and drill bit

Embedded Outcome Number:
K-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Understand tool geometry be able to sharpen a cutting tool and drill bit

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students enrolled in MTT111 will score 70% or

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT111

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

85% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Drill bit sharpening is still a weak point.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
More lab time on sharpening drill bits.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM BASIC HEAT-TREATMENT TECHNIQUES
Number: L

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform basic heat-treatment techniques.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
95.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform proper heat treating methods for type of materials and use hardness tester

Embedded Outcome Number:
L-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Perform proper heat treating methods for type of materials and use hardness tester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 222 will score 70% or better on the tasks assigned

Student Success Improvement Goal:
Student Group to be Assessed:
students enrolled in MTT 222

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
They did very good at all heat treating.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
We will continue to with tutoring this is working quiet well.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

OPERATE AND PROGRAM COMPUTERIZED NUMERICAL MACHINES
Number:
M

FY Start:
Description - What will the student know or be able to do upon completion of the program?:
Operate and program computerized numerical machines.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Set up, program, and use CAM
Embedded Outcome Number:
M-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
Set up, program, and use CAM

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 252 will score 70% or better on assigned tasks

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 252

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
90% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Slow getting the programs to make code.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
More time with tutoring and videos.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE KNOWLEDGE OF STATISTICAL PROCESS CONTROL
Number:  N

FY Start:  7/1/2017
FY End:  6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate knowledge of statistical process control.

Progress:  Completed

Responsible Roles:

Program:
Associate Degree, Machine Tool Technology and Related Certificates

Cumulative Assessment Results (Numeric):
85.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  No

Online Instructional Delivery :
Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Be able to check parts on the CMM and understand SPC
Embedded Outcome Number:
N-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Be able to check parts on the CMM and understand SPC

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students enrolled in MTT 171 will score 70% or higher on the tasks assigned

Student Success Improvement Goal:

Student Group to be Assessed:
students enrolled in MTT 171

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
85% of the students made a 70 or above on all tests.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Problem with working with samples to make graphs.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We put up some videos.

Re-evaluation Date:

Changes made to process/modifications:
Associate Degree, Mechatronics Technology and Related Certificates

PRACTICAL KNOWLEDGE

Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to apply a knowledge of techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the mechatronics technology.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
88.8000000000000000000

Cumulative Assessment Results (Text):  

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Apply Mathematical Functions to Solve Circuit Equations
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student will apply mathematics to solve electronic circuit equations.
How: Successfully complete assessment to solve equations as applied to an electronics circuit.
Who: First year Mechatronics students.
When: First year Mechatronics
Where: Circuits lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will score 80% or greater on written assessment to calculate circuit equations.

Student Success Improvement Goal:
80% of students will score greater than 80% on written assessment to apply mathematical calculations to solve equations related to an electronics circuit. Assessment will be given in EET 113 Electrical Circuits I.

Student Group to be Assessed:
First year Mechatronics students.

Actual Results of Assessment (Percentage):
88.8000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
88% of students scored greater than 80% on electronics quiz that allowed students to calculate equations related to a parallel circuit. The average score for this assessment found to be 94%.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This assessment exceeded the expected results of 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate the student has the ability to apply math functions to effectively calculate and solve equations related to an electronics circuit.

Re-evaluation Date:
12/16/2019

Changes made to process/modifications:
Initial results from new assessment and learning outcome developed for new AAS.MECH program as it moved from the general technology degree to Mechatronics degree.

Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEFINE SOLUTIONS FOR TECHNICAL PROBLEMS
Number:
B
FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes related to Mechatronics.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Timed Troubleshooting Assessment
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student will complete a timed troubleshooting assessment.
How: Correctly identify problems related to a timed troubleshooting lab.
Who: Mechatronics seniors.
When: Second year Mechatronics.
Where: Mechatronics lab.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Student will correctly identify problems and offer solutions related to a troubleshooting assessment within a specified amount of time.

**Student Success Improvement Goal:**
80% of students will score greater than 80% on timed troubleshooting lab assessment in EEM 274 Technical Systems Troubleshooting.

**Student Group to be Assessed:**
Senior year Mechatronics students.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

100% of students scored greater than 80% on timed troubleshooting lab assessment. Results were from spring 2018 semester. There were 18 student participants in this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
This assessment exceeded the expected results of 80%.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Assessment results indicate the student has the ability to effectively troubleshoot a typical
Mechatronics problem and offer solutions within a specified time limit.

Re-evaluation Date:
6/17/2019

Changes made to process/modifications:
Initial results from new assessment and learning outcome developed for new
AAS.MECH program as it moved from the general technology degree to Mechatronics
degree.

Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TECHNICAL LITERATURE
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to apply written, oral and graphical communication in both technical and non-
technical environments; and an ability to identify and use appropriate technical literature.

Progress:
Completed
Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
83.3000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------
RELATED ITEM LEVEL 1

Prepare Technical Report and Summary
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student will analyze data and prepare graphical representation of data and summary.
How: Successfully complete a written data representation report and summary
When: Second year Mechatronics.
Where: Mechatronics lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Student will successfully analyze and collect data. Data will be graphically represented in a written summary report.
**Student Success Improvement Goal:**
80% of students will score greater than 80% on assessment that requires students to measure, analyze, and prepare written summary that includes graphical representation of acquired data.

**Student Group to be Assessed:**
Students in IMT 170 Statistical Process Control.

**Actual Results of Assessment (Percentage):**
83.3000000000000000000

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
83.3% of students scored greater than 80% on assessment. Assessment results are from spring semester 2018. There 12 student participants in this assessment.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
The assessment results exceeded the expected results of 80%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Assessment results indicate the student has the ability to accurately measure and collect data as well as accurately graphically represent data results in a prepared written summary.

**Re-evaluation Date:**
8/26/2019

**Changes made to process/modifications:**
Initial results from new assessment and learning outcome developed for new AAS.MECH program as it moved from the general technology degree to Mechatronics degree.
Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CONDUCT, ANALYZE, AND INTERPRET EXPERIMENTS
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to conduct standards tests and measurements, and to conduct, analyze, and interpret experiments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
90.9000000000000000000

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Assemble and Test Electrical/Pneumatic Circuit
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will assemble, test, and analyze an electrical/pneumatic circuit.
How: Successfully complete circuit assembly, testing, and analysis of circuit.
Who: Mechatronics seniors.
When: First year Mechatronics.
Where: Pneumatics lab.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will effectively assemble, test, and analyze results of building an electrical/pneumatic circuit in IMT 131.

Student Success Improvement Goal:
80% of students will complete assessment with a score of 80% or greater that requires the student to assemble, test, and analyze circuit in IMT 131.

Student Group to be Assessed:
First year students in Mechatronics.

Actual Results of Assessment (Percentage):
90.9000000000000000000
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

90.9% of students scored greater than 80% on this assessment. Assessment results are from spring 2018. There were 11 student participants in this assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This assessment exceeded the expected results of 80%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Assessment results indicate the students has the ability to assemble, test, and analyze the results of an electrical/pneumatic circuit in IMT 131.

Re-evaluation Date:
6/24/2019

Changes made to process/modifications:
Initial results from new assessment and learning outcome developed for new AAS.MECH program as it moved from the general technology degree to Mechatronics degree.

Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
TECHNICAL TEAM

Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate an ability to function effectively and safely as a member of a technical team.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Mechatronics Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Team Troubleshooting Assessment
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
What: Student will work in a team to complete a timed troubleshooting assessment. 
How: As a team correctly identify problems related to a timed troubleshooting lab. 
Who: Mechatronics seniors. 
When: Second year Mechatronics in EEM 274. 
Where: Mechatronics lab. 

Type of Assessment: 
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 
80.00

Minimum Expected Outcome for Level of Achievement (Text): 
Student will work as a part of a small team to correctly identify problems and offer solutions related to a troubleshooting assessment.

Student Success Improvement Goal: 
80% of students will score greater than 80% on team troubleshooting lab assessment in EEM 274 Technical Systems Troubleshooting.

Student Group to be Assessed: 
Students taking EEM 274.

Actual Results of Assessment (Percentage): 
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
100% of students scored greater than 80% on team troubleshooting lab assessment. Results were from spring 2018 semester. There were 18 student participants in this assessment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
Assessment results exceeded the expected assessment results.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Assessment results indicate the student has the ability to work on a small team to effectively troubleshoot a typical Mechatronics problem.

Re-evaluation Date:
6/24/2019

Changes made to process/modifications:
Initial results from new assessment and learning outcome developed for new AAS.MECH program as it moved from the general technology degree to Mechatronics degree.

Person responsible for modifications:
Jerry Zissett

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:

Certificate, Basic Diesel Maintenance
MAINTAIN DIESEL ENGINES (NATEF ACCREDITATION GENERAL CATEGORY I)
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Maintain diesel engines.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------

RELATED ITEM LEVEL 1

Identify leaks and determine needed action
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify the causes of engine fuel, oil, coolant, air, and other leaks; determine needed action.
How: Perform fluorescent dye inspection of component systems.
Who: Entry level students
When: DHM 105
Where: NATEF Diesel task I-A-2
lab task assignment& final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 105 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

Student Group to be Assessed:
Entry level students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students successfully completed the assessment with 80% or higher.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The continued effort to gain access to more newer model engines, helps us be able to put the students hands on them to determine necessary actions.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, we will purchase new diesel engines, which will provide more labs set up for students to identify a wider range of engine leaks.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SERVICE DIESEL ENGINES (NATEF ACCREDITATION GENERAL CATEGORY I
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Service diesel engines.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
96.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Inspection and determine needed action

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Inspect fuel, oil, and coolant levels, and condition, determine needed action.
How: Perform fluid level & condition visual inspection.
Who: Entry level students
When: DHM 107
Where: NATEF Diesel task I-A-1 lab task assignment& final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 107 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%

Student Group to be Assessed:
Enter level students

Actual Results of Assessment (Percentage):
96.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
96% of students enrolled in DHM 107 scored 80% or higher on the assigned task.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The newer model engines help with this as well. The students need to be well rounded with different design engines. The levels on some engines require specialty tools to be able to determine proper level.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will work to improve setting up course materials to help students practice skills.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

SERVICE DRIVE TRAIN SYSTEMS (NATEF ACCREDITATION DRIVE TRAIN CATEGORY II)
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Service drive train systems.

Progress:
Completed
Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
94.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Identify problems; determine needed action.
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Identify causes of clutch noise, binding, slippage, pulsation, vibration, grabbing, dragging, and chatter problems; determine needed action.
How: Perform road test & component visual inspection.
Who: Diesel Certificate students
When: DHM 151
Where:: NATEF Diesel task II-A-1 lab task assignment& final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 151 will score 80% or higher on the assigned task.

**Student Success Improvement Goal:**
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

**Student Group to be Assessed:**
Diesel Certificate students

**Actual Results of Assessment (Percentage):**
94.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
94% of students enrolled in DHM 151 scored 80% or higher on the assigned task.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
We are currently in the process to purchase a newer training truck to help train the students in the areas that will help them be able to identify certain problems.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
We will present more make and model training vehicles to help students be successful in the industry.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

REPAIR ELECTRICAL SYSTEMS (NATEF ACCREDITATION ELECTRICAL/ELECTRONIC CATEGORY V)
Number: D
FY Start: 7/1/2017
FY End: 6/30/2018
Description - What will the student know or be able to do upon completion of the program?: Repair electrical systems.
Progress: Completed
Responsible Roles:
Program: Certificate, Basic Diesel Maintenance
Cumulative Assessment Results (Numeric): 92.00
Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:
Offsite Instructional Delivery:
Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Read and interpret electrical/electronic circuits using wiring diagrams
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Read and interpret electrical/electronic circuits using wiring diagrams.
How: Utilize manufacturer wiring diagram service information.
Who: Diesel Certificate students
When: DHM 173
Where: NATEF Diesel task V-A-1 lab task assignment & final exam.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 80% of students enrolled in DHM 173 will score 80% or higher on the assigned task.

Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%.

Student Group to be Assessed:
Diesel Certificate students

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of students enrolled in DHM 173 scored 80% or higher on the assigned task.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

The ATECH electrical trainers will help us to reinforce the ability of the students to learn how to interpret electrical diagrams and also help them better diagnose the problems.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Going forward, we will continue to set up individual practice labs with new ATECH trainers that were purchased in Fall 2018.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

FOLLOW ENVIRONMENTAL REGULATIONS (NATEF SUPPLEMENTAL TASKS)
Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Follow environmental regulations.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Locate and demonstrate knowledge of material safety data sheets (MSDS)
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What: Locate and demonstrate knowledge of material safety data sheets (MSDS).
Who: All students
When: DHM 105
Where: MSDS information and textbook written assignment.
Safety exam

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will follow environmental standards of the automotive industry.
Student Success Improvement Goal:
Success Level: NATEF requires students to master tasks at level 4 performance or 80%

Student Group to be Assessed:
All students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students followed environmental standards of the automotive industry.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The more we put on safety the better off our students are. The SP2 program is the best way we have found to help us incorporate this. I have also incorporated in my AUT-275 course the training through the national fire association. This helps the students deal with safety through a hybrid / electric vehicles.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Next year, we will put more emphasis on lab activities so students will demonstrate knowledge of safety practices in the industry.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

**DEMONSTRATE PROFESSIONAL BEHAVIOR**

Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professional behavior.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Basic Diesel Maintenance

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

**ASSESSMENT(S)-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Demonstrate Team Concept, Expected Work Ethics, and Collaboration**

Embedded Outcome Number:
F-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Demonstrate awareness of the team concept, expected work ethics and collaboration with peer students.
Who: Diesel Certificate students
When: All DHM classes
Where: Lecture, notes, role play and textbook written assignments, instructor observations, work ethic grade.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement:
100% of all students will demonstrate strong work ethics.

Student Success Improvement Goal:
Success Level: 80% compliance.

Student Group to be Assessed:
All Diesel Certificate students

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of all students demonstrated strong work ethics.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
We continue to grade our students on their conduct in and out of the classroom, as it is important to maintain that status on and off the job. What you do outside of work generally come back to
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Will work to incorporate the best workplace and employability skills in the classroom and lab setting to help students be successful.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Industrial Maintenance: Mechanical and Electrical I
DESIGN, CONSTRUCT, AND TEST DIGITAL AND ALTERNATING CURRENT CIRCUITS.
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Design, construct, and test digital and alternating current circuits.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Industrial Maintenance: Mechanical and Electrical

Cumulative Assessment Results (Numeric):
90.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------
RELATED ITEM LEVEL 1
Test Equipment
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?

What: Student will learn how to use test equipment including multimeters and oscilloscopes.

How: Using multimeters and oscilloscopes.

Who: First year students

When: First year

Where: EEM 118

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): Demonstrate knowledge of the correct usage of test equipment.

Student Success Improvement Goal: 80% of the students should be able to pass in the lab category with a 70 minimum class average.

Student Group to be Assessed: EEM 118 students

Actual Results of Assessment (Percentage): 90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

90% of the students were able to pass in the Labs Category with a 70 minimum class average.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: The goal was met.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Next year, we will add e-resources and more up-to-date labs, as well as a new lab assistant to help students during lab activities.

Re-evaluation Date: 6/24/2019

Changes made to process/modifications:
Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

PERFORM BASIC PLC PROGRAMMING
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform basic programmable logic controller (PLC) programming and interface applications

Progress:
Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical  I

Cumulative Assessment Results (Numeric):
50.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Create PLC programs
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will create PLC programs to produce desired operating characteristics of the mechanisms involved in the project.

How: Using teach pendants, input/output devices, programming software, and measuring devices.

Who: First year students

When: First year

Where: EEM 251

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will complete this competency.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
50% of students completed programming lab requiring the use of a sequencer with a score of 80% or greater. Assessment completed in summer semester 2018.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Assessment fell below expected results.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on assessment results, an e-learning resource will be added to this course. Students will have access to resources outside of class.

PCs used in PLC lab were also upgraded.

Re-evaluation Date:
9/9/2019

Changes made to process/modifications:

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes
DESCRIBE MECHANICAL SYSTEM COMPONENTS

Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Describe the functions of components in a mechanical system.

Progress: Completed

Responsible Roles:

Program:
Certificate, Industrial Maintenance: Mechanical and Electrical I

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATIVE ITEM LEVEL 1
Components of mechanical systems
Embedded Outcome Number: C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?: 
What: Students will identify the components in a mechanical system.

How: Completing exams and homeworks pertaining to the mechanical system in maintaining the system.

Who: Second year students

When: Second year IMT
Where: IMT 230

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will complete this competency.

Student Success Improvement Goal:
80% of the students will complete this competency.

Student Group to be Assessed:
IMT 230

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored greater than 80% on test requiring students to identify associated mechanical parts related to proper alignment.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The assessment goal was met.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Course continued to use NCCER program curriculum. Course is updated as the NCCER material is updated. Alignment equipment used in lab was also updated.

Re-evaluation Date:
7/29/2019

Changes made to process/modifications:
Alignment equipment used in lab was updated.

Person responsible for modifications:
Johnny Wilson

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

IDENTIFY APPLICATIONS OF PRECISION MEASUREMENTS
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Identify the applications of precision measurements in mechanical systems.

Progress:
Completed

Responsible Roles:

Program:
Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Precision measuring
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Student will learn how to use precision measuring tools.

How: By using precision measuring tools.

Who: First year students

When: First year

Where: IMT 223

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of the students will complete this competency.

**Student Success Improvement Goal:**
80% of the students will pass with a 70 minimum class average.

**Student Group to be Assessed:**
Students in IMT 223

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored greater 70% or greater on lab assessment requiring students to use tools to take precision measurements.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Assessment results met goal.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**
7/29/2019

**Changes made to process/modifications:**
Equipment was updated used in lab practicals.

**Person responsible for modifications:**
Johnny Wilson

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Truck Driver Training
COMMERCIAL MOTOR VEHICLE OPERATION
Number: A
FY Start: 7/1/2017
FY End: 6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Operate a Commercial Motor Vehicle to federal and state standards.
Progress: Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:
Safely operate a CMV.

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will successfully demonstrate the safe operation of a CMV.

How: Successfully pass CDL Class A driving exam.

Who: Students taking the CDL Class A exam after successfully completing TDR 101, TDR 102, and TDR 103.

Where: State authorized testing location.

When: Upon successful completion of TDR 101, TDR 102, and TDR 103

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
Demonstrate the ability to skillfully control the CMV, understanding the fundamentals of operation, safety and hazards of operation.

Student will be able to pass CDL Class A Driving Exam.

Student Success Improvement Goal:
90% of students completing TDR 101, TDR 102, and TDR 103 will pass CDL Class A driving exam.

Student Group to be Assessed:
Students taking the CDL Class A exam after the successful completion of TDR 101, TDR 102, and TDR 103.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students completing TDR 101, TDR 102, and TDR 103 passed CDL Class A driving exam. Assessment results from spring 2018 semester.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Assessment results from spring 2018 semester exceeded the expected minimum results for this assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students demonstrated the needed skills to control the CMV and demonstrated the fundamentals of operating a CMV, by successfully passing the CDL Class A driving exam after completing TDR 101, TDR 102, and TDR 103. 100% of students in the spring 2018 cohort passed the exam.

**Re-evaluation Date:**
6/3/2019

**Changes made to process/modifications:**
New DMV regulations and skills required by the SCDMV to successfully complete the CDL driving exam were implemented into classroom instruction, on the skills pad, and over the road assessments.

**Person responsible for modifications:**
Lamont Kennedy
VEHICLE INSPECTION

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Conduct vehicle inspections.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
80.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above::
Identify, describe, explain, check and verify vehicle components

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will be able to identify, describe, explain, check and verify each vehicle component.

How: Successfully complete vehicle pre-trip inspection.

Who: Truck driving students taking TDR 102.
Where: Skills pad
When: During TDR 102

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Demonstrate the ability to successfully complete vehicle pre-trip inspection.

Student Success Improvement Goal:
80% of TDR 102 students will score greater than 80% on vehicle pre-trip inspection assessment.

Student Group to be Assessed:
TDR 102 students.

Actual Results of Assessment (Percentage): 80.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
80% of TDR 102 students scored greater than 80% on vehicle pre-trip inspection assessment. Assessment results from spring 2018 semester. There were 20 students in this assessment. The student average for this assessment found to be 85.9%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Results for this assessment met the minimum expected results of 80%. The average student score for the assessment was found to be 85.9%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The results of the assessment demonstrates the student's ability to successfully complete vehicle pre-trip inspection.

Re-evaluation Date:
6/3/2019

Changes made to process/modifications:
CDL regulations for inspections were updated. These updated inspection requirements were implemented for students. The pre-trip inspection requirements were updated to reflect these changes.

Person responsible for modifications:
Lamont Kennedy

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DRIVER LOGS
Number: C
FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Maintain Driver Logs

Progress:
Completed

Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
91.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above::

ASSESSMENT(S)-------------------------------------------------RELATED ITEM LEVEL 1
Demonstrate driver logs
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will demonstrate ability to properly account for all duty performance activities.

How: Successfully complete hours of service and summary of hours written assessments.

Who: Truck driving students taking TDR 101.
Where: TDR classroom.
When: During TDR 101

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: Demonstrate how to successfully complete hours of service and summary of hours logs.

Student Success Improvement Goal:
80% of TDR 101 students will score greater than 80% on hours of service written assessment.

Student Group to be Assessed:
Students taking TDR 101.

Actual Results of Assessment (Percentage):
91.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
91% of TDR 101 students scored greater than 80% on hours of service written assessment. Assessment was completed in spring 2018 semester. The average student score on this assessment was 94%.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
Results exceeded the expected results for this assessment. The student average for assessment was found to be 94%.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Assessment results demonstrates the student's ability to successfully complete hours of service logs.

**Re-evaluation Date:**
6/3/2019

**Changes made to process/modifications:**
Electronic logging capabilities and uses introduced to students earlier in TDR 101. Students are introduced to e-logs to become familiar with the technology which is implemented in TDR 102.

**Person responsible for modifications:**
Lamont Kennedy

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**DEMONSTRATE OCCUPATIONAL SAFETY**

**Number:**
D

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Demonstrate professional occupational safety measures.

**Progress:**
Completed
Responsible Roles:

Program:
Certificate, Truck Driver Training

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

   RELATED ITEM LEVEL 1

   Perform occupational safety risk assessments.
   Embedded Outcome Number:
   D-1

   Assessment Task Description - How will the student demonstrate that he/she has achieved
   the program goals and objectives? What measures will be used to document student
   learning?:

   What: Students will be able to identify, describe, and explain occupational hazards and
   safe driving techniques.

   How: Successfully complete safety assessments.

   Who: Truck driving students taking TDR 101.
   Where: TDR classroom.
   When: During TDR 101

   Type of Assessment:
   Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): Student will be able to identify, describe, and explain Hazmat related conditions, and defensive driving techniques.

Student Success Improvement Goal: 80% of TDR 101 students will achieve a score of 80% or greater on written assessments for Hazmat and defensive driving.

Student Group to be Assessed: Truck driving students taking TDR 101.

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 100% competed assessment with a score of 80% or greater. Assessment results are from spring 2018 semester. The average student score for this assessment was 89.18%.

Results of Assessment Date: Spring

Key Findings - Based on your assessment data, what factors influenced the results?: The assessment results exceeded the expected results for this assessment. Assessment conducted in spring 2018 semester. The student average for this written assessment found to be 89.18%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: The assessment results indicate the student can successfully perform safety risk assessments by successfully completing the hazmat written assessment with a score of greater than 80%.
Changes made to process/modifications:
Introduced no-cost student access to "DMV Genie" online resources to students. Resource information includes hazmat and safety risks.

Person responsible for modifications:
Lamont Kennery

Progress:
Completed

QEP SLO(s) Assessed in this Course Activity:

Certificate, Welding Basic
GENERAL SAFETY
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students should practice general safety considerations that apply to welding and metal cutting. They should also be able to apply practice to avoid job-related deaths and injuries while establishing and maintaining a safe work environment.

Progress:

Responsible Roles:

Program:
Certificate, Welding Basic

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Principles and Practices of Welding Safety

Embedded Outcome Number:

A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students have learned the principles and practices of welding safety.
How: Students will take a NCCER quiz on welding safety and their safety practices will be observed in the welding lab.
Who: Basic Welding Certificate Students
When: In the first welding course in the Basic Welding Certificate program.

Where: Classroom #133 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve consistency in the practice of weld safety in the welding lab.
Student Group to be Assessed:
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2015-2016 academic year.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

STRIKE AN ARC AND MAKE STRINGER, WEAVE, AND OVERLAPPING BEADS AND MAKE FILLET WELDS IN VARIOUS POSITIONS WITH SMAW PROCESS.
Number: B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:

Students will learn how to strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW process.

**Progress:**

**Responsible Roles:**

**Program:**
Certificate, Welding Basic

**Cumulative Assessment Results (Numeric):**

**Cumulative Assessment Results (Text):**

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

**ASSESSMENT(S)---------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Strike an Arc and Make Stringer, Weave, and Overlapping Beads and Fillets Welds in Various Positions with SMAW process.**

**Embedded Outcome Number:**
B-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:

What: Determine if students can strike an arc and make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes.

How: Students will take a NCCER quiz on SMAW beads and fillets. They will also make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes to be evaluated according to NCCER standards.

Who: Basic Welding Certificate Students

When: Basic Welding Certificate Program

**Type of Assessment:**
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve proficiency in the practice of SMAW welding using fillet welds in multiply positions.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency using E7018 electrodes in the 2F, 3F and 4F positions.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2015-2016 academic year.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

MAKE GROOVE WELDS IN VARIOUS POSITIONS USING SMAW PROCESS
Number: C

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will learn to make groove welds in various positions using SMAW process.

Progress:

Responsible Roles:

Program:
Certificate, Welding Basic

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Make Groove Welds in Various Positions with E6010 and E7018 Electrodes
Embedded Outcome Number:
C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students can make groove welds in the 1G, 2G, 3G, and 4G positions with E6010 and E7018 electrodes.
How: Students will take a NCCER quiz on SMAW groove welds with backing. They will also make groove welds in the 1G, 2G, 3G, and 4G positions to be evaluated according to the NCCER standards.
Who: Basic Welding Certificate Students
When: In the second welding course in the Basic Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and to achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 25% of students are expected to achieve the ability to use E7018 and E6010 electrodes in the 1G, 2G, 3G, and 4G positions.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Basic Welding Certificate during the 2015-2016 academic year.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:


Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Welding Fundamentals
IDENTIFY, INTERPRET, AND DRAW

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.

Progress:

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Identify, Interpret, and Draw Welding Symbols

Embedded Outcome Number:

A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.

How: Students will take a NCCER quiz on welding symbols.


When: The first welding course in the Fundamental Welding Certificate program.

Where: Classroom #133 in the T Building.

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text): Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section.

Student Success Improvement Goal:

Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:

Students Included: Fundamental Welding Certificate students at the end of Spring semester 2012.
Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DESCRIBE WELDING DETAIL DRAWINGS AND THEIR COMPONENTS

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students should be able to describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.

Progress:

Responsible Roles:

Program:
Certificate, Welding Fundamentals
Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Describe Welding Detail Drawings

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.
How: Students will take a NCCER quiz on detail drawings and their respective elements.
When: The first welding course in the Fundamental Welding Certificate Program.
Where: Classroom #133 the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this.
Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2016.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

GENERAL SAFETY
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Students should be able to apply general safety considerations that apply to welding and metal cutting. They should also be able to describe the steps that must be taken to avoid job-related deaths and injuries while establishing and maintaining a safe work environment.

Progress:

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Principles and Practices of Welding Safety
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can apply the principles and practices of welding safety.
How: Students will take a NCCER quiz on welding safety and their safety practices will be observed in the welding lab.
When: In the second welding course in the Fundamental Welding Certificate program.
Where: Classroom #133 in the T Building

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve consistency in the practice of weld safety in the welding lab.

Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2016.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?: 
STRIKE AN ARC AND MAKE STRINGER, WEAVE, AND OVERLAPPING BEADS AND MAKE FILLET WELDS IN VARIOUS POSITIONS WITH SMAW.
Number: 
D
FY Start: 
7/1/2017
FY End: 
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Students should be able to strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW.
Progress:
Responsible Roles:
Program:
Certificate, Welding Fundamentals
Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Online Instructional Delivery :
Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above::
ASSESSMENT(S)-----------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Strike an arc and make stringer, weave, and overlapping beads and make fillet welds in various positions with SMAW.
Embedded Outcome Number: 
D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can strike an arc and make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes.
How: Students will take a NCCER quiz on SMAW beads and fillets. They will also make stringer, weave, and overlapping beads and fillets welds in the 2F, 3F, and 4F positions with E7018 and E6010 electrodes to be evaluated according to NCCER standards.
Who: Fundamental Welding Certificate Students
When: Fundamental Welding Certificate Program

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should achieve proficiency in the practice of SMAW welding using fillet welds in multiply positions.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency using E7018 electrodes in the 2F, 3F and 4F positions.

Student Group to be Assessed:
Students Included: All students who were in enrolled in the Fundamental Welding Certificate during the 2015-2016 academic year.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

MAKE GROOVE WELDS
Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will make groove welds with backing in the 1G, 2G, 3G, and 4G positions using E6010 and E7018 electrodes

Progress:

Responsible Roles:

Program:
Certificate, Welding Fundamentals

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:.
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1
Make Groove Welds
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What: Determine if students can make groove welds in the 1G, 2G, 3G, and 4G positions with
E6010 and E7018 electrodes.
How: Students will take a NCCER quiz on SMAW groove welds with backing. They will also
make groove welds in the 1G, 2G, 3G, and 4G positions to be evaluated according to the NCCER
standards.
When: In the third welding course in the Fundamental Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for
this section and to achieve consistency in the practice of weld safety in the welding lab.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER
quiz for this section. 25% of students are expected to achieve the ability to use E6010 and E7018
electrodes in the 1G, 2G, 3G, and 4G positions.
Student Group to be Assessed:
Students Included: Fundamental Welding Certificate students at the end of Spring semester 2016.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Welding Intermediate
IDENTIFY, INTERPRET, AND DRAW

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications
Progress:

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1


Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Determine if students can identify, interpret, and draw welding symbols on specifications, drawings, and welding procedure specifications.
How: Students will take a NCCER quiz on welding symbols.
Who: Intermediate Welding Certificate Students
When: The first lesson in the first welding course in the Intermediate Welding Certificate program.
Where: Classroom #133 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: All students enrolled in the Intermediate Welding Certificate at the end of Spring semester 2012.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DESCRIBE WELDING DETAIL DRAWINGS AND THEIR COMPONENTS
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students should be able to describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials

Progress:

Responsible Roles:

Program:
Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1

Describe Welding Detail Drawings and Their Components
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can describe welding detail drawings and their components, including lines, fills, solid round and pipe (or tubing) breaks, revolved sections, object views, dimensioning, notes, and bills of materials.
How: Students will take a NCCER quiz on detail drawings and their respective elements.
Who: Intermediate Welding Certificate Students
Where: Classroom #133 the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring semester 2012.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
THE POWER SOURCES AND EQUIPMENT UTILIZED IN THE GMAW AND FCAW PROCESSES

Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students should use power sources and equipment utilized in the GMAW and FCAW processes and be able to set up the equipment with the appropriate shielding gases and filler metals.

Progress:

Responsible Roles:

Program: Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above: 

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Use Power Sources and Equipment Utilized in the GMAW and FCAW Processes
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can use power sources and equipment utilized in the GMAW and FCAW processes and be able to set up the equipment with the appropriate shielding gases and filler metals.
How: Students will take a NCCER quiz on GMAW and FCAW equipment and set up.
Who: Intermediate Welding Certificate Students
When: The first lesson in the second welding course in the Intermediate Welding Certificate Program.
Where: Classroom #133 and LAB room #132 in the T Building.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and should demonstrate the ability to set up GMAW and FCAW equipment properly.

Student Success Improvement Goal:
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve proficiency in the ability to set up GMAW and FCAW equipment properly.

Student Group to be Assessed:
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring semester 2012.

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

MAKE FILLET AND/OR V-GROOVE WELDS ON CARBON STEEL PLATE

Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Students will learn how to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

Progress:

Responsible Roles:

Program: Certificate, Welding Intermediate

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Make Fillet and V-Groove Welds on Carbon Steel Plate Using GMAW and/or FCAW Processes in all Positions
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Determine if students can make fillet and V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

How: Students will take a NCCER quiz on the principles and practices of making fillet and V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions and demonstrate their ability to perform these activities through performance testing.

Who: Intermediate Welding Certificate Students

When: The second lesson in the second welding course in the Intermediate Welding Certificate Program.

Where: Classroom #133 and LAB room #132 in the T Building

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: Students should achieve a 70% or better score on the NCCER quiz for this section and demonstrate the ability to make fillet and/or V-groove welds on carbon steel plate.
using GMAW and/or FCAW processes in all positions.

**Student Success Improvement Goal:**
Success Level: 70% of enrolled students should achieve a 70% or better score on the NCCER quiz for this section. 100% of students are expected to achieve the ability to make fillet and/or V-groove welds on carbon steel plate using GMAW and/or FCAW processes in all positions.

**Student Group to be Assessed:**
Students Included: All students who were enrolled in the Intermediate Welding Certificate at the end of Spring semester 2012.

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?**:

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**:

Nursing and Health Sciences
Associate Degree, Nursing
PROFESSIONAL BEHAVIORS: ADVOCACY

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Advocate for patients and families in a compassionate manner that promotes health, self-determination and integrity.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students met the requirement.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Professional Behaviors)
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student successfully functions as a patient advocate

How: Clinical Performance Evaluation

Who: First Year ADN students

When: NUR 111

Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 111 Clinical Performance Evaluation for Professional Behavior: Advocacy

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 111

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of NUR 111 students were rated as satisfactory on the clinical evaluation for professional behavior of advocacy

Results of Assessment Date:
Spring
Key Findings - Based on your assessment data, what factors influenced the results?:
100% were satisfactory in their nursing role of patient advocate in NUR 111.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

The SLO measuring advocacy is new to the program. Adding more class content and clinical/community opportunities to further develop the student's understanding of the advocacy role and its importance to nursing is needed. More robust methods of measuring this SLO is needed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Professional Behaviors)
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student successfully functions as a patient advocate
How: Clinical Performance Evaluation
Who: Second Year ADN students

When: NUR 215

Where: Clinical setting

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected achievement: 100% of students will score "satisfactory" on the NUR 215 Clinical Performance Evaluation for Professional Behavior: Advocacy

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
NUR 215

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of senior nursing students scored "Satisfactory" on the NUR 215 clinical performance evaluation.

**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
100% of senior nursing students were rated as "satisfactory" on the NUR 215 clinical evaluation. This evaluation was done in the student's final semester.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
The SLO measuring advocacy is new to the program. Adding more class content and clinical/community opportunities to further develop the student's understanding of the advocacy role and its importance to nursing is needed. More robust methods of measuring this SLO is also necessary.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?: Yes

CLINICAL ASSESSMENT, DECISION MAKING AND INTERVENTIONS.
Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Provide and manage safe, quality, compassionate, patient-centered, and evidenced-based care to diverse individuals and groups of patients.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):
97.5% of students met the requirement.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATE D ITEM LEVEL 1

Clinical Performance Evaluation (Clinical Assessment, Decision-making, and Interventions)
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Clinical assessment, decision-making and intervention skills including: gathering pertinent information; providing safe, competent, and compassionate care.

How: Clinical Performance Evaluation

Who: First Year ADN students

When: NUR 111

Where: Clinical setting

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

100.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 111 Clinical Performance Evaluation for Clinical assessment, decision-making, and interventions.

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 111

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
95% of students in NUR 11 were rated as satisfactory in clinical assessment, decision making and interventions.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
95% of students in NUR 11 were rated as satisfactory in clinical assessment, decision making and interventions.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The two students who were rated unsatisfactory in the areas of assessment, decision-making and interventions failed the clinical portion of NUR 111. Each student was counseled by the program coordinator, level coordinator and clinical faculty and a success plan implemented throughout the semester.

Each student was given other options to continue their nursing education. One student was able to repeat NUR 111 course in the summer semester and successfully completed the clinical portion at that time. The other student decided to enter into the PN program to get a more basic clinical learning experience before attempting ADN program again.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Clinical Assessment, Decision Making, and Interventions)
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Clinical assessment, decision-making and intervention skills including: gathering pertinent information; providing safe, competent, and compassionate care.

How: Clinical Performance Evaluation

Who: Second Year ADN students

When: NUR 215

Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 215 Clinical Performance Evaluation for Clinical assessment, decision-making, and interventions.

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 215

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students enrolled in NUR 215 scored "satisfactory" in clinical assessment, decision making, and interventions on the NUR 215 Clinical evaluation form.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students enrolled in NUR 215 scored "satisfactory" in clinical assessment, decision making, and interventions on the NUR 215 Clinical evaluation form.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
All students passed the clinical portion of the NUR 215 course and passed the NCLEX-RN. We are investigating adding rubrics to clinical simulations to give more robust data about students' assessment and decision-making abilities.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PROFESSIONAL BEHAVIORS: PRACTICE WITHIN THE
PROFESSIONAL, ETHICAL, LEGAL, AND REGULATORY FRAMEWORK
OF NURSING.
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Practice as a competent and accountable nurse within the professional, ethical, legal, and regulatory framework of nursing.

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric): 100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :
Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------

RELATED ITEM LEVEL 1

Clinical Performance Evaluation (Professional Behaviors)
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
What: Practices nursing within the legal, ethical, and regulatory frameworks defined in Law
Governing Nursing in South Carolina.

How: Clinical Performance Evaluation

Who: First Year ADN students

When: NUR 111

Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 111 Clinical
Performance Evaluation for Professional Behavior: Legal and Ethical Framework

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 111

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
98% of NUR 111 students were rated as "satisfactory" on the NUR 111 clinical performance evaluation for Professional Behavior.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
One student had 2 infractions related to ethical care. She was counseled once about her behavior. When she repeated the same behavior a few weeks later, she was dismissed from the nursing program.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Legal and ethical principles and personal integrity are emphasized in the nursing program beginning NUR 101. When infractions occur, the policy as outlined in the Student Handbook is followed. Will continue to monitor and emphasize ethics and legal issues in each nursing course.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Professional Behaviors)
Embedded Outcome Number:
C-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Practices nursing within the legal, ethical, and regulatory frameworks defined in Law Governing Nursing in South Carolina.

How: Clinical Performance Evaluation

Who: Second Year ADN students

When: NUR 215

Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 111 Clinical Performance Evaluation for Professional Behavior: Legal and Ethical Framework

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 215

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All NUR 215 were rated as "satisfactory" in the legal and ethical practice in the clinical evaluation.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
All senior students in NUR 215 were rated as "Satisfactory" in the Professional Behavior of Legal and Ethical Practice on their clinical evaluation.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will incorporate a legal and/or ethical decision-making issue in a clinical scenario during simulation to provide more robust data for this SLO.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CRITICAL THINKING
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate critical thinking and clinical judgement that supports clinical nursing practice to improve the quality of patient care.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric): 100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

ATI Critical Thinking Test
Embedded Outcome Number: D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The ATI Critical Thinking 40 item multiple-choice proctored test will be given to all ADN freshmen students at the end of this first semester.

How: ATI website

Who: First Year ADN students

When: NUR 101

Where: Lab

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):
100% of ADN freshmen students will complete the ATI Critical Thinking test (pre-).

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 101

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the students enrolled at the time of Critical Thinking was administer took the test.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The student group score was 68.2 which was slightly above national mean of 68. 69% of those student who went on to fail the nursing program made below the national average. 51% of the 2018 graduating class scored below the national average.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The usefulness of the ATI critical thinking test in making any type of conclusions regarding predicting student performance or the nursing curriculum changes is questionable. We need to re-evaluate its use in the nursing program.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
ATI Critical Thinking Test
Embedded Outcome Number:
D-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The ATI Critical Thinking 40 item multiple-choice proctored test will be given to all ADN senior students at the end of this last semester.

How: ATI website

Who: Second Year ADN students

When: NUR 215

Where: Lab

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

Minimum Expected Outcome for Level of Achievement (Text):
ADN students performance on the ATI Critical Thinking test (post-) will increase (add % later).

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 215

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All senior nursing student took the ATI Exit Exam in the April 2018.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

The senior nursing student group' composite score on the ATI Critical Thinking Exit Exam was 73.6. The national mean was 70.3. The individual mean for the senior group was 71.3 with the national individual mean being 70.3. These score show increase in scores from the entrance exam composite group results which were of 68% and individual 68.7.

However when further comparing the Entrance and Exit exam scores, 47% of the class improved their exit score, 31% of the scores decreased and 22% remained the same. Of the students who scores were the same, 71% of those student had score that were significantly above the national average on the entrance exam to begin with.

Interpreting the comparison of the ATI Entrance and Exit is difficult. Another tool to measure Critical Thinking is needed.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COLLABORATION
Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Collaborate effectively with nursing peers and interprofessional team members, fostering open communication and mutual respect to achieve quality care.

Progress: Completed

Responsible Roles:

Program: Associate Degree, Nursing

Cumulative Assessment Results (Numeric): 100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Collaboration)
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN students will work cooperatively with peers, staff, and interdisciplinary team to achieve patient and organizational outcomes.

How: Clinical Performance Evaluation

Who: First Year ADN students

When: NUR 111

Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 100% of students will score "satisfactory" on the NUR 111 Clinical Performance Evaluation for Collaboration

Student Success Improvement Goal:
Maintain 100% success.

Student Group to be Assessed:
NUR 111 students

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All NUR 111 students were rated as "satisfactory" on the NUR 111 clinical evaluation tool.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
All students were rated as "Satisfactory" on the NUR 111 Clinical Performance Evaluation for Collaboration.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

During NUR 111 the students work together in clinical groups. They are encouraged to learn about the roles of the interprofessional team while working in the clinical area. A focus on Interprofessional collaboration could be introduced into early simulation lab experiences such as considering what member would be important to be included in the patient's team based on the patient's clinical needs.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Service Learning Course Project (Collaboration)
Embedded Outcome Number:
E-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: ADN students will work cooperatively with peers and service learning facility staff.

How: Service Learning Course Project

Who: Second Year ADN students

When: NUR 226

Where: Service Learning sites

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected Achievement: 95% of students will score an 80% or higher on the NUR 226 Service Learning Project for Collaboration

Student Success Improvement Goal:
95%

Student Group to be Assessed:
NUR 226 students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

NUR 226 was not offered during the summer 2018 semester due to a curriculum revision made in Fall 2017. NUR 140: IV therapy was offered instead and did provide opportunity to assess the student's ability to work as a team member.

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:
No findings for this evaluation. NUR 226 was not offered during the summer 2018 semester due to a curriculum revision made in Fall 2017. NUR 140: IV therapy was offered instead and did provide opportunity to assess the student's ability to work as a team member.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Another method to evaluate the senior nursing students will need to be developed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Collaboration)
Embedded Outcome Number:
E-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: ADN students will work cooperatively with peers, staff, and interdisciplinary team to achieve patient and organizational outcomes.

How: Clinical Performance Evaluation

Who: Second Year ADN students

When: NUR 215

Where: Clinical setting
**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Expected Achievement: 100% of students will score "satisfactory" on the NUR 215 Clinical Performance Evaluation for Collaboration

**Student Success Improvement Goal:**
Maintain 100% success.

**Student Group to be Assessed:**
NUR 215 students

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of NUR 215 students were rated as "Satisfactory" on the clinical performance evaluation for collaboration.

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All senior nursing students were rated as "satisfactory" on the NUR 215 Clinical Performance Evaluation for collaboration.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
As a result of a recent graduate survey where a recommendation was made that more practice with phone communication with physicians was needed, the faculty recruited a retired physician to be available to answer telephone calls from nursing students during a simulation experience. The students highly rated this usefulness of this experience in preparing to speak with physicians. Faculty plan on incorporating similar activities in future simulations.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION
Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively with patients and families using open dialogue based on mutual respect.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
97.300000000000000000
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

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<thead>
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<td>Embedded Outcome Number:</td>
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Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: The Interpersonal Process Recording paper will describe a conversation that a student has with a mental health patient and assess their ability to intervene in a therapeutic manner and demonstrate self-reflection.

How: Written assignment

Who: Second year ADN students

When: NUR 214

Where: Lecture

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 100.00

Minimum Expected Outcome for Level of Achievement (Text): 100% of senior ADN students will score an 80% or higher on the Interpersonal Process Recording paper.
Student Success Improvement Goal:

Student Group to be Assessed:
NUR 214

Actual Results of Assessment (Percentage):
92.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
92% of NUR 214 students scored above 80% on their IPR.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
92% of NUR 214 score above 80% on their Interpersonal Process Recording in NUR 214.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The Interpersonal Recording is used as a tool in NUR 214 to assist the student in understanding and applying the concepts of therapeutic communication with an assigned in the mental health setting. Specific directions are given. Students are given an opportunity to submit a rough draft for instructor feedback. Students who are able to follow directions and also seek feedback from the instructor tend to do very well on this assignment. Overall, the students tend to have problems with identifying their thoughts and feeling and communication techniques that they used. ATI is used for supplemental instruction as needed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Communication)
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Student utilizes beginning therapeutic communication skills when interacting with patients
How: Clinical Performance Evaluation
Who: First year ADN students
When: NUR 111
Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 111 Clinical Performance Evaluation for Communication

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 111

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of NUR 111 students scored "satisfactory" on beginning use of therapeutic communication skills in clinical situations.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of NUR 111 students scored "satisfactory" on beginning use of therapeutic communication skills in clinical situations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
More emphasis on therapeutic communication concepts and practice during simulation and lab experiences is needed.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Communication)
Embedded Outcome Number:
F-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:


What: Student utilizes effective therapeutic communication skills when interacting with patients

How: Clinical Performance Evaluation

Who: Second year ADN students

When: NUR 215

Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 215 Clinical Performance Evaluation for Communication

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 215

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All NUR 215 students were rated as satisfactory on the NUR 215 clinical performance evaluation.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
All NUR 215 students were rated as satisfactory on the NUR 215 clinical performance evaluation.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Include communication skills observed in simulation rubrics on the senior level.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

TECHNOLOGY INTEGRATION

Number:
G

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Collect and use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Nursing

Cumulative Assessment Results (Numeric):
100.00
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Clinical Performance Evaluation (Technology Integration)
Embedded Outcome Number:
G-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Use patient care technology and information management tools to support safe patient care.

How: Clinical Performance Evaluation

Who: First Year ADN students

When: NUR 111

Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 111 Clinical Performance Evaluation for Technology Integration
Student Success Improvement Goal:

Student Group to be Assessed:
NUR 111

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of NUR 111 students were rated as "satisfactory" on the Clinical Performance Evaluation for safe use of technology when providing nursing care.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

100% of NUR 111 students were rated as "satisfactory" on the Clinical Performance Evaluation for safe use of technology when providing nursing care.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students will be given more exposure to use of technology in the clinical setting through incorporation of ATI electronic medical records software as homework and in simulation experiences.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Clinical Performance Evaluation (Technology Integration)
Embedded Outcome Number:
G-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Use patient care technology and information management tools to support safe patient care.
How: Clinical Performance Evaluation
Who: Second Year ADN students
When: NUR 215
Where: Clinical setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
Expected achievement: 100% of students will score "satisfactory" on the NUR 215 Clinical Performance Evaluation for Technology Integration

Student Success Improvement Goal:

Student Group to be Assessed:
NUR 215

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of senior NUR 215 students were rated as "satisfactory" on the Clinical Performance Evaluation for safe use of technology when providing nursing care.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of senior NUR 215 students were rated as "satisfactory" on the Clinical Performance Evaluation for safe use of technology when providing nursing care.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Incorporation of ATI Electronic Medical Records software into clinical simulations.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Associate Degree, Physical Therapist Assistant

PHYSICAL THERAPY INTERVENTIONS

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate competence in the delivery of physical therapy interventions under the direction and supervision of a PT.
Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Physical Therapist Assistant

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students successfully completed competency check offs demonstrating competence in the delivery of physical therapy interventions.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
0.00

Offsite Instructional Delivery:
0.00

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:
Students are being successful on competency check offs for skills demonstrating they are prepared to carry out physical therapy interventions under the direction of a PT. Will need to continue to assess why some students cannot complete these same competency skills when challenged on a practical examination. Plans are to implement new strategies to have the students complete competency check offs by a classmate prior to being checked off by the instructor to give more practice on the skill and to utilize the same grading rubric for competency check offs as we use for the actual practical to familiarize students with the exactly what they are being graded on.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1
Students will demonstrate knowledge of proper procedures for data collection.

Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate knowledge of proper procedures for data collection.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will score a minimum of 80% on the data collection competency check-offs.

Student Success Improvement Goal:
100% of students will score at least 82% on the competency check-offs.

Student Group to be Assessed:
Students enrolled in PTH 102.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 100% on the data collection competency check-offs required to sit for the final exam in PTH 102.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students demonstrated appropriate use of technology to acquire the skills necessary to successfully complete the data collection competency check-off skills but there was a separate rubric used to score their success.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: May need to change the course and/or activity used to assess a student's learning outcomes regarding technology so it correlates better with the QEP rubric.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications: Lynn Fralix

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?: No

RELATED ITEM LEVEL 1
Students will demonstrate knowledge of proper standard precautions and sterile techniques
Embedded Outcome Number: A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate knowledge of proper standard precautions and sterile techniques

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): 100% of students will score at least 80% on the sterile technique and hand washing competency sheet for PTH 102.
**Student Success Improvement Goal:**
100% of students will score at least 82% on the competency check off sheet for sterile technique and hand washing in PTH 102.

**Student Group to be Assessed:**
Students enrolled in PTH 102.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored 100% on competency checks offs for sterile technique and hand washing.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students used technology skills appropriately to learn the skill of sterile technique and hand washing but the QEP rubric was not used to assess this. The PTA program has its own rubric for this assessment.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
May need to change the course/activity to better correlate with the QEP and its rubric.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Lynn Fralix

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Students will demonstrate safe practice during patient care by proper use of safety equipment.

Embedded Outcome Number:
A-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate safe practice during patient care by proper use of safety equipment.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% of safe patient care skills.

Student Success Improvement Goal:
100% of students will score at least 82% on the patient safety sections of the midterm and final lab practicals in PTH 202 and PTH 242.

Student Group to be Assessed:
Students enrolled in PTH 202 and PTH 242.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: 
100% of students scored at least 82% on safe practice for lab practicals in PTH 202 and PTH 242.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students used good communication skills to explain safe practice as they demonstrated the activity as well as gave verbal communication for explanation. This was assessed using a rubric from the PTA program and not the QEP rubric.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
While students are meeting the goals of the QEP, it may be better served to change the activity and/or course used to assess this.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

CRITICAL THINKING SKILLS
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Demonstrate critical thinking skills in classroom, laboratory, and clinical environments.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Physical Therapist Assistant

Cumulative Assessment Results (Numeric):
90.3000000000000000000

Cumulative Assessment Results (Text):

100% of students were successful in the clinical environment
91% of students were successful in the laboratory environment
80% of students were successful in the classroom environment

This totals 90.3% success for all 3 environments. This SLO was met however the program needs to consider various ways to reach out to students for better success rates.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :
0.00

Offsite Instructional Delivery :
0.00

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above.:
We currently offer tutoring, retention alert plans, study guides, and review days prior to exams and lab practicals. We will look into instructional methods that might improve the delivery of instruction. We do allow students to record lectures and video demonstrations of interventions used in lab, but will work to
pre-record lectures and videos to allow students to pay more attention to the content being presented in class and lab rather than worrying over recording things on their own.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Students will utilize critical thinking skills to modify physical therapy interventions within the plan of care to maintain safe practice.

Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will utilize critical thinking skills to modify physical therapy interventions within the plan of care to maintain safe practice.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% on the PTH 244 final lab practical to show the ability to modify interventions within the plan of care to ensure safe and effective treatment.

Student Success Improvement Goal:
100% of students will score at least 82% on the PTH 244 final lab practical to ensure the ability to modify interventions within the plan of care to ensure safe and effective treatment.

Student Group to be Assessed:
Students enrolled in PTH 244.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of students were able to use critical thinking skills to modify physical therapy intervention during PTH 244 practical.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students were able to demonstrate soft skills as they had to critically think through scenarios where they were responsible for modifying a treatment. It may be more beneficial for QEP assessment to change the course/activity/or SLO to better fit what the QEP is seeking to accomplish.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Soft skills will better be assessed in 2018-2019 in PTH 101, 235, and PTH 275 using the professional development plan activity/rubric that incorporates the QEP's assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Students will recognize physiological and psychological changes in a patient and use critical thinking skills to respond appropriately.
Embedded Outcome Number:
B-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will recognize physiological and psychological changes in a patient and use critical thinking skills to respond appropriately.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.80

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% on the final lab practical for PTH 244.

Student Success Improvement Goal:
100% of students will score a minimum of 82% on the final PTH 244 lab practical.

Student Group to be Assessed:
Students enrolled in PTH 244.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 82% or higher on the practical for PTH 244 that required them to recognize physiological and psychological changes in a patient.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students had to use good communication skills to interview the patient to apply critical thinking skills to determine physiological/psychological changes that were being presented. This was assessed using the rubric for lab practicals utilized by the PTA program.
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?
This student learning outcome (SLO) is not the best for assessing communication skills. This SLO will be revised to better serve the purpose of the QEP for 2018-2019.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Students will be able to analyze course content and demonstrate competency on written examinations.

Embedded Outcome Number:
B-3

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to analyze course content and demonstrate competency on written examinations.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score 80% or higher in PTH 205 and PTH 240.
**Student Success Improvement Goal:**
100% of students will score 82% or higher in PTH 205 and PTH 240.

**Student Group to be Assessed:**
Students enrolled in PTH 205 and PTH 240.

**Actual Results of Assessment (Percentage):**
90.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
90% of students scored 80% or higher in PTH 205. PTH 240 was divided into 2 separate courses so was not assessed.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students were pretty effective with using technology skills to apply knowledge in PTH 205 (91%) for successful completion of written examinations.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Will need to revise the SLO's for 2018-2019 to better correlate with the QEP requirements. PTH 240 could not be assessed as this course was divided up into 2 smaller courses to cover the content over 2 semesters rather than one.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**
Lynn Fralix

**Progress:**
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

PROFESSIONALISM

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate professionalism, ethical, and legal behaviors.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Physical Therapist Assistant

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students demonstrated ethical, legal, and professional behaviors by PTH 275 when the capstone course was offered.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :
0.00

Offsite Instructional Delivery :
0.00
Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above::
PTH 275 - Advanced Professional Preparation is the capstone course where we assess professional behavior. We begin this assessment in PTH 101 - Intro to PT first semester, continue it in PTH 235 - Interpersonal Communications second semester, and finalize the results in PTH 275 - Advanced Professional Preparation third and final semester of the program. We use the Professional Development Plan Rubric to score students on their professional behavior each semester and have seen good progress with this. Students are alerted early in the program of behaviors that are deemed unprofessional and are informed when they violate a professional behavior. Grades are weighted low early in the program and get more stringent by the end holding students accountable for their behavior. It's great to see the professional development and growth over 3 semesters.

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Practice Standards of legal and ethical conduct as established by the APTA.

Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Practice Standards of legal and ethical conduct as established by the APTA.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score at least 80% in PTH 101.

Student Success Improvement Goal:
100% of students will score at least 82% in PTH 101.

Student Group to be Assessed:
Students enrolled in PTH 101.
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 80% or higher in PTH 101 and demonstrated behaviors consistent with APTA’s standards of legal and ethical conduct.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
100% students demonstrated appropriate soft skills and this was assessed with the QEP rubric incorporated into the professional development plan rubric.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
This SLO was met and will be continually assessed in PTH 101, PTH 235, and finally in PTH 275 as a progressive assessment of a student's professional behavior.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
Yes

RELATED ITEM LEVEL 1
Students will utilize the eight Value-Based Behaviors published by the APTA during patient care activities.

Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will utilize the eight Value-Based Behaviors published by the APTA during patient care activities.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
0.8000000000000000000

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will score a minimum of 80% in PTH 275.

Student Success Improvement Goal:
100% of students will score a minimum of 82% in PTH 275.

Student Group to be Assessed:
Students enrolled in PTH 275.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students demonstrated the 8 value based behaviors expected of a PTA

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?: 
Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
100% of students demonstrated skills assessed by the QEP; the professional development plan for PTH 275 is a capstone course where this was assessed to determine student growth in professionalism over the course of the PTA program

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Lynn Fralix

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Associate Degree, Radiologic Technology and Related Certificates
POSSESS PROBLEM SOLVING AND CRITICAL THINKING
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will possess problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Progress:
Completed

Responsible Roles:

Program:
Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All benchmarks were met for this assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1

Achieve diagnostic radiographs on trauma patients
Embedded Outcome Number:
A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will be able to achieve diagnostic radiographs on trauma patients.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 136.

Simulated Lab
Psychomotor Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 136

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met. Students average score of all evaluations was 90.6. All students were evaluated on scapula Y, Trans-Thoracic Humerus, X-Table C-Spine & Hip.

There were 45 simulated lab psychomotor evaluation forms used to calculate this results.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scored above the benchmark indicating they were prepared for simulated lab evaluations. This indicates that students retained knowledge taught in class and demonstrated in lab.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students scored above the benchmark indicating they were prepared for simulated lab evaluations. Therefore, we will continue to use the same strategies for continued success. We will continue to work with students to promote the retention of knowledge.

**Re-evaluation Date:**
6/30/2019

**Changes made to process/modifications:**
None

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?**
No

**RELATED ITEM LEVEL 1**

**Achieve diagnostic radiographs on trauma patients.**

**Embedded Outcome Number:**
A-1.b

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:
The student will be able to achieve diagnostic radiographs on trauma patients.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 90

Psychomotor Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met. All students evaluated on Scapula Y, Axillary Shoulder, X-Table C-Spine & Hip. There were a total of 53 evaluations used to calculate results. Students scored an average of 97.8 out of a possible 100.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students maintained proficiency on radiographing trauma patients in the clinical setting consistently. Also this indicates knowledge was retained from class and lab into the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Working with students in the clinical setting fosters retention of knowledge and promotes continuous program improvement.
**Demonstrate ability to critique and analyze radiographic images.**

**Embedded Outcome Number:**
A-2.a

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
The student will demonstrate ability to critique and analyze radiographic images.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-100 point scale 100% of the students will have an avg. score ≥ 75 in RAD 165 and an avg. score ≥ 80 in RAD 268.

Film Critique
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 268

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met. Freshman and Senior students scored above the benchmark.

RAD 175: 88.75
RAD 278: 81.10

RAD 175: N = 12
RAD 278: N = 22

Results of Assessment Date:
Summer
Key Findings - Based on your assessment data, what factors influenced the results?:
The benchmark was met. Freshman and Senior students have retained knowledge learned in classroom, lab and clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Freshman and Senior students have retained knowledge learned in classroom, lab and clinical setting.

Faculty will continue to use the current strategies in class, lab and clinic.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
The Advisory Committee recommended that we change the semester students were evaluated from Spring to Summer. This was done during this assessment period and results indicated that students continue to retain knowledge.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Demonstrate ability to critique and analyze radiographic images.
Embedded Outcome Number:
A-2.b
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Student will demonstrate ability to critique and analyze radiographic images.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 80 in RAD 165 and an avg. score ≥ 85 in RAD 268.

Continued Proficiency Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 268

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

RAD 165: 90.96
RAD 268: 91.79
RAD 165: N = 14
RAD 268: N = 22

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Benchmark was met for Freshman and Senior students. Students demonstrated continued proficiency in the evaluation of radiographic images in the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students demonstrated continued proficiency in the evaluation of radiographic images in the clinical setting.

Re-evaluation Date:
6/30/2019

Changes made to process/modifications:
DEMONSTRATE ENTRY LEVEL ACADEMIC & TECHNICAL COMPETENCE

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate academic & technical competence as an entry level radiographer

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)----------------------------------------------------------

RELATED ITEM LEVEL 1

Produce a diagnostic quality image.
Embedded Outcome Number:
B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will be able to produce a diagnostic quality image.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 165 and an avg. score > 90 in RAD 258.

Psychomotor Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165

RAD 258
Actual Results of Assessment (Percentage): 
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

**RAD 165:** 97

**RAD 258:** 98.51

**RAD 165:** N = 140

**RAD 258:** N = 176

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Benchmark was met. Students progressing from Freshman to Senior level continue to retain the knowledge and skills necessary to produce a quality diagnostic image.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students continue to demonstrate skills consistent with retention of knowledge.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to monitor results and reevaluate next period.
Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Produce a diagnostic quality image.
Embedded Outcome Number:
B-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
Students will be able to produce a diagnostic quality image.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score ≥ 85 in RAD 165
and an avg. score ≥ 90 in RAD 268.

Continued Proficiency Evaluation Form
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 268

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

RAD 165: 90.96
RAD 268: 91.79

RAD 165: N = 14
RAD 268: N = 22

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
The benchmark was met. Freshman and Senior students have retained knowledge learned in classroom, lab and clinical setting.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Students continue to demonstrate skills consistent with retention of knowledge.

**Re-evaluation Date:**
8/9/2019

**Changes made to process/modifications:**
Will continue to monitor results and reevaluate next period

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**RELATED ITEM LEVEL 1**

**Apply positioning skills in Lab and clinical setting.**

**Embedded Outcome Number:**
B-2.a
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will apply positioning skills in Lab and clinical setting.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-3 point scale 100% of the students will have an avg score of ≥ 2 in RAD 136 and an avg. score ≥ 2.5 in RAD 230.

Simulated Lab Final

Student Success Improvement Goal:

**Student Group to be Assessed:**
RAD 136
RAD 230

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
Benchmark was met.

**RAD 136**: 2.15

**RAD 230**: 2.5

**RAD 136**: $N = 13$

**RAD 230**: $N = 11$

$N$ = to the number of evaluations used to calculate results.

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**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:** Benchmark was met. Results remain fairly consistent. Students continue to demonstrate positioning skills in the lab.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:** Students continue to retain knowledge in the classroom and lab setting.

**Re-evaluation Date:**
8/30/2019

**Changes made to process/modifications:**
Faculty will continue to monitor and work with students.

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**
QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Apply positioning skills in lab and clinical setting.
Embedded Outcome Number:
B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Students will apply positioning skills in lab and clinical setting.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg. score > 2.25 in RAD 165 and an avg. 2.5 in RAD 258.

Psychomotor Evaluation Form(Q4)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

**RAD 165**: 2.79  
**RAD 258**: 2.88  
**RAD 165**: N = 231  
**RAD 258**: N = 155

N = to the number of evaluations used to calculate results.

Results of Assessment Date:  
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Freshman and Senior students have retained knowledge learned in classroom, lab and clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students are retaining knowledge from the freshman to senior levels.

Re-evaluation Date:  
8/9/2019

Changes made to process/modifications:

Will continue to monitor results and reevaluate next period
Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Demonstrate competence in the clinical and classroom environments.
Embedded Outcome Number:
B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate competence in the clinical and classroom environments.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. score of ≥ 85 in RAD 165 and an avg. score ≥ 90 in RAD 268.

Continued Proficiency Evaluation Form

Student Success Improvement Goal:

Student Group to be Assessed:
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

**RAD 165:** 90.96

**RAD 268:** 91.79

**RAD 165:** N = 14

**RAD 268:** N = 22

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students progressing from Freshman to Senior level continue to retain the knowledge and skills necessary to demonstrate competence.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students continue to demonstrate competence in the clinical setting demonstrating the retention of knowledge learned in the classroom and lab.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications: Fran Andrews

Progress: Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity: None

Was the QEP Rubric used to assess this activity?: No

RELATED ITEM LEVEL 1

Demonstrate competence in the clinical and classroom environments.
Embedded Outcome Number:
B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate competence in the clinical and classroom environments.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 4 point scale 100% of the students will have an average GPA of ≥ 3.0.

Student Academic Evaluation

Student Success Improvement Goal:
Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met.

Students graduated with an average GPA of 3.47 out of a 4.0 scale.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Graduates continue to perform well academically throughout the program. This demonstrates the retention of knowledge necessary to be a successful radiographer.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Graduates have mastered the knowledge and skills necessary to function as a competent radiographer.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATE EFFECTIVELY

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will communicate effectively in the classroom and clinical setting.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Demonstrate effective oral communication skills
Embedded Outcome Number:
C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg score ≥ 2.25 in RAD 165 and an avg. score ≥ 2.5 in RAD 258.

Psychomotor Evaluation Form (Q2, Q3, Q14)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met.
RAD 165: 3.0
RAD 258: 2.97
RAD 165: N = 231
RAD 258: N = 152

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students have maintained their ability to communicate with patients in the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
Students have learned how to effectively communicate with patients in the clinical setting.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to emphasize the importance of effective communication.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None
Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Demonstrate effective oral communication skills
Embedded Outcome Number:
C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg. score ≥ 2.5 in RAD 165 and an avg. score ≥ 2.7 in RAD 258.

Clinical Evaluation Forms:
FR Form (Q14)
SR Form (Q17)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
RAD 258
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met.

**RAD 165:** 2.81

**RAD 258:** 2.98

**RAD 165:** N = 81

**RAD 258:** N = 63

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
Students have consistently scored above the benchmarks when being evaluated on communication skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The activities associated with oral communication continues to work well with student performance.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
None
**Person responsible for modifications:**  
Fran Andrews

**Progress:**  
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course, None

**Was the QEP Rubric used to assess this activity?:**
No

**RELATED ITEM LEVEL 1**

**Demonstrate effective oral communication skills**

**Embedded Outcome Number:**
C-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
Students will demonstrate effective oral communication skills in the classroom.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
On a 0-50 point scale rubric 100% of the students will have an avg. score $\geq$ 35%.

**Paper/Presentation Grading Sheet Rubric**

(Presentation of Topic)

**Student Success Improvement Goal:**
Student Group to be Assessed:
RAD 101

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

Students scored 45.35 out of a possible 50 on the required presentation.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Students presented research topics using effective oral communication skills.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students are able to communicate orally when required to present material to their peers.

Re-evaluation Date:
1/11/2019

Changes made to process/modifications:
Faculty will continue to express the importance of communication.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Demonstrate effective written communication skills
Embedded Outcome Number:
C-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-50 point scale rubric 100% of the students will have an average score ≥ 35%.

Paper/Presentation Grading Sheet Rubric
(Educational Value/Organization of Material)

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 101

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Students averaged a score of 46.64 out of a possible 50 on the written portion of their paper.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Benchmark was met. Student writing skills are acceptable.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students were required to submit their papers to Brain Fuse prior to submitting. Faculty believe that this may have helped students with writing skills.

Re-evaluation Date:
1/10/2019

Changes made to process/modifications:
Faculty will continue to express the importance of written communication.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Demonstrate effective written communication skills

Embedded Outcome Number:
C-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale 100% of the students will have an avg. of ≥ 85 in RAD 158 and an avg. score ≥ 90 in RAD 268.

Observation Paper Rubric

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 258
RAD 268

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met.
**Results of Assessment Date:**
Spring

**Key Findings - Based on your assessment data, what factors influenced the results?:**
Students scored above the benchmarks for their Observation paper assignments.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
This assignment requires the student to reflect on the procedure and interactions with the patient, technologist and radiologist.

**Re-evaluation Date:**
8/9/2019

**Changes made to process/modifications:**
Faculty will continue to stress the importance of these types of assignments to students in relation to communication.

**Person responsible for modifications:**
Fran Andrews

**Progress:**
Completed

**Responsible Roles:**
DEMONSTRATE PROFESSIONALISM

Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate professional attitudes, behavior and ethics in the clinical and classroom environment as well as participate in professional development activities

Progress: Completed

Responsible Roles:

Program:
Associate Degree, Radiologic Technology and Related Certificates

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)

RELATED ITEM LEVEL 1

Demonstrate professional attitudes, behavior and ethics.
Embedded Outcome Number:
D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an avg. score ≥ 2.5 in RAD 165 and an avg. score ≥ 2.7 in RAD 258.

Clinical Evaluations
Sr. Form: 5, 7, 8, 9, 11, 12;
Fr. Form: 1, 7, 9, 10, 11, 13

Student Success Improvement Goal:

Student Group to be Assessed:
RAD 165
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

RAD 165: 2.94

RAD 258: 2.98

RAD 165: N = 99

RAD 258: N = 63

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students scores indicate demonstration of professional attitudes, behaviors and ethics in the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
The Advisory committee agreed that these soft skills should be assessed because they are expected behaviors in their departments.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to monitor.
Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Demonstrate professional attitudes, behavior and ethics
Embedded Outcome Number:
D-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale the avg. score $\geq 2.5$ in RAD 165 and the avg. score $\geq 2.75$ in RAD 258.

Faculty Clinical Evaluations
Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met.

RAD 165: 2.79
RAD 258: 2.93

RAD 165: N = 14
RAD 258: N = 11

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Freshman and Senior students demonstrated to faculty professional attitudes, behaviors and ethics in the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Faculty believe that Freshman and Senior students demonstrate professional attitudes, behaviors and ethics in the clinical setting.
Re-evaluation Date:  
8/9/2019

Changes made to process/modifications:  
Will continue to monitor.

Person responsible for modifications:  
Fran Andrews

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
None

Was the QEP Rubric used to assess this activity?:  
No

RELATED ITEM LEVEL 1

Apply radiation protection practices  
Embedded Outcome Number:  
D-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:  
Students will apply radiation protection practices on patients in clinical (Collimation and Shielding factors).

Type of Assessment:  
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
100.00

Minimum Expected Outcome for Level of Achievement (Text):  
On a 0-3 point scale 100% of the students will have an average score ≥ 2.5 in RAD 165 and an average score ≥ 2.75 in RAD 258.

Psychomotor Evaluation Form (Q8, Q10)
Student Success Improvement Goal:

Student Group to be Assessed:

RAD 165
RAD 258

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Benchmark was met.

RAD 165: 2.85
RAD 268: 2.91

RAD 165: N = 231
RAD 268: N = 146

N = to the number of evaluations used to calculate results.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students demonstrated professional and ethical behavior by protecting their patients in the clinical setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Advisory committee feel this assessment is important not only for patient safety but also for ethical reason.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
None

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Apply radiation protection practices
Embedded Outcome Number:
D-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will apply radiation protection practices on patients in clinical (Collimation and Shielding factors).

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-3 point scale 100% of the students will have an average score of $\geq 2.5$ in RAD 165 and an average score $\geq 2.75$ in RAD 268.

Continued Proficiency Evaluation Form (Q8, Q10)

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

RAD 165

RAD 268

**Actual Results of Assessment (Percentage):**

100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

Benchmark was met.

RAD 165: 2.67

RAD 268: 2.68

RAD 165: N = 14

RAD 268: N = 22

N = to the number of evaluations used to calculate results.

**Results of Assessment Date:**

Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**

Freshman and senior students continued to demonstrate professional and ethical behavior in the clinical setting.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Through continued proficiency evaluation, freshman and senior students continued to practice radiation protection measures to patients demonstrating professional and ethical behavior.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Learn the importance of Professional Development
Embedded Outcome Number:
D-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Student will learn the importance of Professional Development for continuous learning

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00
Minimum Expected Outcome for Level of Achievement (Text):

On a 0-100 point scale rubric 100% of the students will have an average of \( \geq 90 \).

Professional Development Assignment

Student Success Improvement Goal:

Student Group to be Assessed:
All RAD students.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Benchmark was met.

**RAD 175:** 95

N = 14

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Student scores increased from previous classes on this assignment.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students demonstrated that they had a good understanding of what professional development is, why it is important and why it is important to belong to professional organizations.

Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to require students to submit their papers to Brain Fuse prior to turning in.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Learn the importance of Professional Development
Embedded Outcome Number:
D-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Student will learn the importance of Professional Development for continuous learning.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
On a 0-100 point scale rubric 100% of the students will have an average score $\geq 85$.

Observation Paper

**Student Success Improvement Goal:**

**Student Group to be Assessed:**

All RAD students.

**Actual Results of Assessment (Percentage):**

100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**

Benchmark was met.

**RAD 268:** 93

N = 11

**Results of Assessment Date:**

Spring

**Key Findings - Based on your assessment data, what factors influenced the results?**

Student scores increased slightly from previous year.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**

Faculty discussed the grading rubric in detail with students and also reiterated the importance of the assignment.
Re-evaluation Date:
8/9/2019

Changes made to process/modifications:
Will continue to monitor.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

Associate Degree, Respiratory Care Technology

COGNITIVE SKILLS

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate the cognitive skills needed to function in the profession of Respiratory Care.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Respiratory Care Technology

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

The average of the cognitive abilities of program graduates (2017) was 100%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Credentialing

Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will possess the cognitive skills needed to function in the healthcare environment by passing the national credentialing examination (TMC).

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of graduates will pass the Therapist Multiple Choice credentialing exam after graduation.

Student Success Improvement Goal:
Student Group to be Assessed:
All 2017 graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of program graduates (2017) passed the TMC examination to obtain national credentials.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
All program graduates passed credentialing examination.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
CoARC Employer Satisfaction Survey
Embedded Outcome Number:
A-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Employers will rate the cognitive skills of graduates on the Employer Satisfaction (CoARC) Survey.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
The graduate will accomplish this by receiving a score of 3 or greater by the Employer on at least 80% of returned Employer Surveys. Based on Likert scale of 1-5.

Student Success Improvement Goal:

Student Group to be Assessed:
All 2017 Graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All Employers were satisfied with the technical, cognitive, and soft skills of program graduates

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Employers are satisfied with graduate performance in the workplace, but we will develop additional strategies to improve soft skills and professionalism for graduates.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

TECHNICAL SKILLS
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate the technical skills needed to function in the clinical environment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Respiratory Care Technology

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
The sum of the technical skills for the program graduates (2017) was 100%
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Clinical Competencies
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate the technical skills needed to function in the clinical environment by achieving an average score of 80% or greater on clinical competencies in all clinical courses.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
Students will achieve this by receiving an average score of 80% or greater on clinical competencies.

Student Success Improvement Goal:

Student Group to be Assessed:
2017 graduates

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

All 2017 program graduates obtained passing averages on all clinical course competencies.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All 2017 program graduates successfully passed clinical course competencies.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Program students must have the technical skills needed to function competently in the workplace.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
CoARC Employer Satisfaction Surveys
Embedded Outcome Number:
B-2
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate sufficient technical skills by receiving satisfactory scores on Employer Surveys.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
At least 80% of Employer surveys will give the students a rating of 3 or greater. Based on the Likert scale of 1-5.

Student Success Improvement Goal:

Student Group to be Assessed:
All 2017 graduates

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of program graduates obtained a satisfactory score for technical skills by their Employers.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All 2017 program graduates were competent in their technical skills by their Employers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will maintain technical skills through lab and clinical competencies in the classroom, clinical, and lab settings to improve technical skills for program graduates.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

AFFECTIVE BEHAVIOR
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate professional attitudes, behavior and ethics in the clinical environment.

Progress:
Completed

Responsible Roles:

Program:
Associate Degree, Respiratory Care Technology

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
The sum of the affective behavior for the program graduates (2017) was 100%
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate professional attitudes, behavior and ethics
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate professional attitudes, behavior and ethics in the clinical environment by receiving satisfactory scores on daily clinical evaluations.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will earn a score of 80 or higher on affective behavior on the daily clinical evaluations.

Student Success Improvement Goal:

Student Group to be Assessed:
2017 graduates

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of program graduates (2017) received satisfactory scores from their Clinical Instructors during clinical rotations.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All program graduates received satisfactory scores from their Clinical Instructors for soft skills in the workplace.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
We will develop new strategies to incorporate soft skills into the program curriculum.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
CoARC Employer Satisfaction Surveys

Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate affective behavior by receiving a score of 3 or greater on the returned Employer Survey results.

**Type of Assessment:**
Indirect Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
80.00

**Minimum Expected Outcome for Level of Achievement (Text):**
80% of returned Employer Surveys will rate graduates with a score of 3 or greater on affective behavior.

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
All 2017 graduates.

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

100% of program graduates received satisfactory scores from their Employers for soft skills in the workplace.

**Results of Assessment Date:**
Summer

**Key Findings - Based on your assessment data, what factors influenced the results?:**
All program graduates (2017) received a satisfactory rating in affective/soft skills from their Employers.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
We will develop new strategies to incorporate soft skills into the curriculum.
Certificate, Computed Tomography

PROBLEM SOLVING AND CRITICAL THINKING

Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Possess problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Progress:

Responsible Roles:

Program:
Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Achieve quality images
Embedded Outcome Number: A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will be able to achieve quality images.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score ≥ 80 (0-100 point scale)
Psychomotor Evaluation

Student Success Improvement Goal:
A minimum of 80% of students will achieve a grade of 80 or better on their Psychomotor evaluations.

Student Group to be Assessed:
RAD 160

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:
Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ACADEMIC COMPETENCE
Number: B

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?: Demonstrate academic competence as an entry level Computed Tomography Technologist.

Progress:

Responsible Roles:

Program: Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------

RELATED ITEM LEVEL 1

Pass ARRT National Certification on the First Attempt
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT National Certification exam will pass on their first attempt.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of students who take the ARRT CT registry will pass on their first attempt.

Registry Pass Rate

Student Success Improvement Goal:
Achieve greater than 75% pass rate.

Student Group to be Assessed:
Graduates

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

CLINICAL COMPETENCE
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate Clinical Competence as an entry level Computed Tomography Technologist.

Progress:

Responsible Roles:

Program:
Certificate, Computed Tomography

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform High Quality CT Examinations

Embedded Outcome Number:

C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Students will perform high quality CT examinations on patients according to clinical and ARRT national standards.

Type of Assessment:

Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):

80.00

Minimum Expected Outcome for Level of Achievement (Text):

80% of students will achieve on a (0-100 point scale) an avg. score ≥ 80 in RAD 160 RAD 160 Grade

Student Success Improvement Goal:

Exceed a minimum 80% pass rate in RAD 160.

Student Group to be Assessed:

RAD 160

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Emergency Medical Technician
BASIC EMERGENCY CARE
Number: A

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Provide basic emergency care required at the scene of a traumatic injury or emergency

Progress: Ongoing

Responsible Roles:

Program:
Certificate, Emergency Medical Technician
Cumulative Assessment Results (Numeric):
81.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:
0.00

Offsite Instructional Delivery:
0.00

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Trauma Assessment
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Completion of the Trauma Module Assessment

H: Students will be assessed for their understanding of trauma assessment

W: All EMT Students

W: Semester 2

W: Classroom setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00
Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students

Actual Results of Assessment (Percentage):
81.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
8 of the 11 students were successful on the trauma assessment.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
Of the 11 students who attempted the trauma assessment, 8 were successful.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The trauma patient examination consists of skills presented in a scenario-type format. This examination serves as verification of the candidate's hands-on abilities and knowledge.

Re-evaluation Date:

Changes made to process/modifications:
Instruction methods are have been reviewed by instructors and program director. Open labs have been implemented to increase practice time of skills including trauma patient assessment.

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

BASIC LIFE-SAVING TECHNIQUES

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate the skills for basic life-saving techniques and other emergency treatment.

Progress:
Ongoing

Responsible Roles:

Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric):
82.00

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
Analyze the disaggregated data results above:

Of the 11 students who attempted the medical patient assessment, 9 were successful.

ASSESSMENT(S)----------------------------------------------------------
RELAT ED ITEM LEVEL 1

Medical Patient Assessment
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of the Medical Patient Assessment
H: Students will be assessed based on their response to a simulated medical emergency
W: All EMT Students
W: Semester 2
W: Laboratory setting

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students

Actual Results of Assessment (Percentage):
82.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

8 of the 11 students were successful on the medical patient assessment.

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
The medical patient examination consists of skills presented in a scenario-type format. This examination serves as verification of the candidate's hands-on abilities and knowledge.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Instruction methods are have been reviewed by instructors and program director. Open labs have been implemented to increase practice time of skills including medical patient assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

QUALITY, COMPREHENSIVE CARE
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018
Description - What will the student know or be able to do upon completion of the program?:
Work as a member of the emergency response team to provide quality, comprehensive care.

Progress:
Ongoing

Responsible Roles:

Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
16 out of 16 of the registered EMS 208 students successfully completed the field observation experience.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:
100.00

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

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Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Completion of the Preceptor Evaluation Form
H: Students will participate in patient visits, and be assessed by Clinical Supervisors
W: All EMT Students
W: Semester 2
W: Clinical facilities, and vehicles
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 85.00

Minimum Expected Outcome for Level of Achievement (Text): 85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed: All EMT Students

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of registered EMS 208 students successfully completed the field observational experience.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The students proved to be prepared for the clinical experience as evidenced by positive preceptor feedback.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress: Completed
Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:

COMMUNICATE EFFECTIVELY
Number: D

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Communicate effectively in the classroom and clinical setting.

Progress:
Canceled

Responsible Roles:

Program:
Certificate, Emergency Medical Technician

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Verbal Patient Assessment
Embedded Outcome Number:
D-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Completion of a Verbal Patient Assessment

H: Students will communicate their preceptor experience to the instructor and peers. The assignment will also be submitted in written form.

W: All EMT Students

W: Semester 2

W: Classroom

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
85.00

Minimum Expected Outcome for Level of Achievement (Text):
85% of the students will score 75% or higher

Student Success Improvement Goal:

Student Group to be Assessed:
All EMT Students

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?: 
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Canceled

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

Certificate, Magnetic Resonance Imaging (MRI)
PROBLEM SOLVING AND CRITICAL THINKING
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Magnetic Resonance Imaging (MRI)

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of the 2017 Â–2018 MRI students demonstrated their ability to problem solve and critically think by selecting appropriate technical factors and demonstrating the correct position on patients regardless of body habitus,
pathology, injury or condition. Psychomotor evaluations assessed the selection of appropriate technical factors yielded an average score of 99 for all evaluations graded during the MRI 162 clinical course. The minimum expected outcome was an 80 for 90% of students. Clinical room evaluations assessed students positioning skills during clinical rotations. The minimum expected outcome was for 90% of students to score an average of 80 or greater. The outcome was exceeded with 100% of students scoring an average score of 97.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:: While the goals were met for this outcome, the overall average scores on Psychomotor evaluations and clinical room evaluations were higher than the previous year. Reminding students to document technical factors and positioning techniques in their clinical notebooks has provided a resource that improved their skills throughout the program and as MRI technologists. Students were also instructed to practice positioning and perform procedures a minimum of two times prior to "checking off" on the exam. These changes have resulted in improved critical thinking and problem solving skills.

ASSESSMENT(S)---------------------------------------------------------
RELATED ITEM LEVEL 1

Imaging Parameters
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will select appropriate imaging parameters.

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve an avg. score ≥ 80 (0-100 point scale)

Psychomotor Evaluation Form

Student Success Improvement Goal:
Maintain greater than 90% success rate.

Student Group to be Assessed:
MRI 152

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored above an 80 on Psychomotor Evaluations. An average of 99 was the lowest of all eight students.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
All students scored an average greater than 80% on Psychomotor evaluations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on data from the average Psychomotor evaluations, students are using their problem solving skills to select appropriate imaging parameters. The overall class average increased from 96 in 2016-2017 to 99 in 2017-2018.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Demonstrate positioning skills
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will demonstrate positioning skills.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of student will score an average ≥ 80 (0-100 point scale)

Clinical Room Evaluation

Student Success Improvement Goal:
 Maintain greater than 90% success rate.
Student Group to be Assessed:
MRI 152

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
All students scored an average score of 97 on clinical room evaluations. The lowest individual average was a 93 of the eight students.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students exceeded the minimum expected outcome of an 80 average.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
All students scored above the minimum expected average score of 80 on all Clinical Room evaluations. The average score for all eight students is a 97. This is two points higher than the previous class.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
ENTRY LEVEL CLINICAL COMPETENCES

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate Clinical Competences as an entry level MRI technologist

Progress:
Completed

Responsible Roles:

Program:
Certificate, Magnetic Resonance Imaging (MRI)

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students passed MRI 162 clinical course with a 85 average. All students have attempted and passed the ARRT MRI registry on their first attempt.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:
Students proved their ability to perform as an entry level MRI technologist by scoring above the minimum expected outcome in the MRI 162 clinical course and passing the ARRT MRI post primary registry on the first attempt.
ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Perform High Quality MRI Examinations
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved
the program goals and objectives? What measures will be used to document student
learning?:
Students will be able to perform high quality MRI examinations on patients according to
established standards in the clinical setting.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
90.00

Minimum Expected Outcome for Level of Achievement (Text):
90% of students will achieve on a (0-100 point scale) an avg. score ≥ 85 in MRI 162

Final Course Grade

Student Success Improvement Goal:
Maintain a greater than 85% success rate.

Student Group to be Assessed:
MRI 162

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of
student learning?:
100% of students scored a final grade average of 85 for the MRI 162 course. Lowest
grade was a 90. Class average was a 92.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

All eight MRI students scored an average of 85 or greater in MRI 162 during the spring of 2018. This exceeds the 80% from the spring of 2017.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on the data collected, 100% of MRI students are able to perform high quality MRI examinations on patients.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
National Certification
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT national certification exam will pass.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of students who take the ARRT Magnetic Resonance Imaging registry will pass.

Student Success Improvement Goal:
Maintain a greater than 75% pass rate.

Student Group to be Assessed:
MRI Graduates

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of the 2018 graduating class in MRI passed the MRI boards on the first attempt.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All MRI students have attempted the ARRT post primary MRI registry and passed. Students have two years from the documentation of their first clinical procedure to take the registry.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

COMMUNICATION

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Student will employ effective communication in a Health Care environment.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Magnetic Resonance Imaging (MRI)

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

100% of the cumulative assessment results were met. 100% of the oral communication assessment was met. 100% of the written communication assessment was met.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No
Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
100% of the oral communication assessment was met. All students scored an average of 85 or better on their clinical room evaluations. 100% of the written communication assessment was met. All students scored at or above an average score of 85 on their discussion posts for MRI 162.

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Oral Communication
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients and staff.

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve an avg. score ≥ 85 (0-100 point scale).

Clinical Room Evaluation

Student Success Improvement Goal:
Maintain a 100% success rate.

Student Group to be Assessed:
Actual Results of Assessment (Percentage):  
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
All students scored an average of 97 on their clinical room evaluations. The lowest average of all eight students was a 93.

Results of Assessment Date:  
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:  
The average of all students, a 97, exceeded the minimum expected score of 85.

Develop Supportable Conclusions - What do you plan to do to improve student learning?  
What actions will be taken?:  
According to the data collected from the clinical room evaluations, all students are demonstrating effective oral communication skills with patients and technologists.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:  
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:  
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:  

Written Communication
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve on a (0-100 point scale) an Avg. score ≥ 85

Discussion Board Participation

Student Success Improvement Goal:
Maintain a success rate of 100%.

Student Group to be Assessed:
MRI 162

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored an average of 85 or better on their discussion posts. The class average was a 100.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All students met the minimum expected average of 85 by scoring a 100 average on all discussion board topics.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:

Certificate, Mammography

PROBLEM SOLVING AND CRITICAL THINKING

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate problem solving and critical thinking abilities needed to function in the changing healthcare environment

Progress:
Completed

Responsible Roles:
Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of fall 2017 Mammography students demonstrated their ability to problem solve and critically think when selecting appropriate technical factors and positioning patients. Psychomotor evaluations demonstrating the appropriate use of technical factors yielded an average score of 99.3 for all evaluations completed during the semester. The minimum expected outcome was an 85 or greater. Final test grades for the Rad 156 positioning test yielded all five students scored above an 80%. The minimum expected outcome was for 80% to score an average of 80 or above. We did meet this goal. However, it should be noted that the average test grades for the positioning test has decreased from an 88 in fall 2016 to an 85 in spring 2017 to an 84 in fall 2017 despite the incorporation of positioning videos into the course.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:
100.00

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:
The average Psychomotor grades were slightly higher at 99.3 than the spring 2016 averages of 99.22. The positioning test scores for RAD 156 in fall 2017 averaged an 84, which is slightly lower than the fall 2016 and spring 2017 averages. Despite implementing video content on the subject matter will be offered to future students into the course.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Select appropriate technical factors
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

The student will select appropriate technical factors based on patient condition. The student will select appropriate technical factors based on patient condition.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
100.00

**Minimum Expected Outcome for Level of Achievement (Text):**
100% of students will achieve an avg. score $\geq 85$ (0-100 point scale)

Psychomotor Evaluation

**Student Success Improvement Goal:**
Students will select appropriate technical factors for each patient regardless of body habitus, pathology, injury or condition by scoring higher than an 85 on the Psychomotor Evaluations.

**Student Group to be Assessed:**
RAD 125

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

Number of Students - 5

Number of Psychomotor Evaluations - 4 per student

Total evaluations for fall 2017 semester - 20

Average score of the 20 evaluations - 99.3

This average score exceeds the expected outcome of an 85 average for all Mammography students.
Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of fall 2017 students scored an average of 85 or greater on the clinical Psychomotor evaluations which assess the students ability to select appropriate technical factors. The average remains the same as last years average of 99.3.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
All five fall 2017 students were able to effectively position patients for each of the four Psychomotor evaluations (Baseline, Augmented, Screening and Diagnostic procedures).

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Demonstrate positioning skills
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
The student will demonstrate positioning skills for screening, diagnostic and augmented breast imaging.
Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score ≥ 80 (0-100 point scale)

RAD 156 Positioning Test

Student Success Improvement Goal:
More than 80% of students will score 80 or above in the RAD 156 Positioning test.

Student Group to be Assessed:
RAD 156 Class

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored an 80 or above on the RAD 156 positioning test. The average score for the class of fives students was an 83.6.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
The average score for fall 2017 was an 84. The average score for fall 2016 was an 88 and spring 2017 and 85. The overall class average has shown a decline over the past 3 classes even though the individual grades have risen above an 80. However, for this class there are only 5 students versus 16 in fall 2016 and spring 2017.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
ASRT positioning videos have been added to the course to improve student retention of positioning skills.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ACADEMIC & TECHNICAL COMPETENCY

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will demonstrate academic & technical competence as an entry level Mammographer.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric):
50.00

Cumulative Assessment Results (Text):

Fall 2017 students of the Mammography program have not demonstrated academic and technical competence by passing the national American Registry of Radiologic Technology registry to date. Only one of the five graduates have attempted the exam and she was unsuccessful. The other four have not attempted the exam based on phone communication.
However, students demonstrated the ability to operate equipment and ancillary devices by exceeding the minimum expected outcome of 90% of students scoring an average score of 85 or greater. 100% of students scored an 85 or better on the clinical room evaluations.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::
Fall 2017 students did demonstrate their ability to select appropriate equipment and ancillary devices in Mammography by scoring an 85 or better average on all Clinical Room Evaluations. The minimum expected outcome was for 90% of students to score an average of 85 or better. 100% of students scored an average above 85 on their clinical evaluations. The overall average for the class was a 96. Academic and technical competence was not proven by all fall 2017 students because to date, only one of the five graduates has attempted the registry. That one student was unsuccessful. The minimum expected outcome was for 75% of students to pass on their first attempt. Students will be encouraged to view, hold and ask questions about all equipment face to face with a technologist early in the semester. A new ASRT video on mammography equipment and positioning was included in fall 2017 course content. Implementation of the ARRT's electronic clinical documentation software began in 2016. The use of this software decreased the time between completing of clinical requirements/program requirements and taking the national registry. However, the implementation of this software has not increased the students desire to take the registry as we anticipated. Discussions with the new program coordinator will include methods for decreasing the students time from graduation to taking the registry.

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Use of Appropriate Equipment and Ancillary Devices to Produce High Quality Images
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Students will use the appropriate equipment and ancillary devices to produce high quality images.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
90.00

**Minimum Expected Outcome for Level of Achievement (Text):**
90% of students will achieve an avg. score $\geq$ 85 (0-100 point scale)

Clinical Room Evaluation

**Student Success Improvement Goal:**
All students will score an average of 85 or above on their clinical room evals.

**Student Group to be Assessed:**
RAD 125

**Actual Results of Assessment (Percentage):**
100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**
100% of students scored an average above 85 on clinical performance evaluations in the fall of 2017.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
100% of students demonstrated above average use of equipment and ancillary devices in order to produce high quality images in Mammography during the fall 2017 semester. The program did not run in spring 2018.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students are required to complete two clinical room evaluations during the RAD 125 clinical rotation. The first is due mid semester and the second is due at the end of the semester. The average for all clinical room evaluations was a 96 whereas the average grade for clinical room evaluations from the fall 2016 and spring 2017 classes was a 95. One student scored below an 81 during the fall 2017 on her 1st room evaluation. However, she scored a 100 on her second evaluation showing improvement throughout the semester.

Re-evaluation Date:

Changes made to process/modifications:
Clinical sites and students will be reminded to go over Mammography equipment the first week of clinical. An orientation objective will be considered for future classes.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Take the ARRT national certification exam
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students who take the ARRT national certification exam will pass on the 1st attempt.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):

75% of students who take the ARRT Mammography registry will pass on their 1st attempt

Registry Pass Rate

Student Success Improvement Goal:
Exceed a 75% Pass Rate

Student Group to be Assessed:
Within 1 year after completing the program.

Actual Results of Assessment (Percentage):
0.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
According to the ARRT website none of the 5 students who completed the Mammography program in fall 2017 have obtained their Mammography credentials (taken and passed the registry). I do not have access to how many students have attempted the exam as that information is not available through ARRT. I am only able to see if they have received their Mammography initials behind their name. None of the 5 students have an M (for Mammography registered) behind their name.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
A goal of 75% of students taking the ARRT Mammography exam passing on their first attempt has not been achieved at this time. Phone calls to each of the graduates resulted in 1 of the five students stating she had attempted and failed the exam on her first attempt. The other four have not yet attempted the registry exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
During the 2015-2016 academic year, all Mammography students were required by ARRT to submit clinical documentation throughout the ARRT online electronic tool. Upon completion of the program all students must have completed all requirements, uploaded them into the ARRT online tool and have them verified by a technologist. The clinical instructor then approves all clinical requirements in order for students to sit for the registry. This ensures all students can schedule to take the registry immediately upon completion of the program. An adjunct instructor was used for the classes and clinical course this semester. The adjunct did discuss the importance of taking the registry as soon as possible once courses are complete. However, we have no way to force students to take the exam immediately.

Re-evaluation Date:

Changes made to process/modifications:
A new program coordinator will be taking over for the fall 2018 and spring 2019. Recommendations will be made to the new program coordinator regarding implementation of a registry review course in order to increase student confidence and preparedness for the registry exam.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATE EFFECTIVELY

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
The student will communicate effectively in the classroom and clinical setting.
Progress:
Completed

Responsible Roles:

Program:
Certificate, Mammography

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

100% of students in the fall 2017 Mammography program scored a 99 average on the Psychomotor evaluations. 100% of students scored an 85 or greater on the Rad 156 discussion board postings and responses.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
No

Online Instructional Delivery :
100.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above: 
All fall 2017 Mammography students met the oral and written communication objectives by exceeding the minimum average of 85 on their Psychomotor evaluations (average was a 99) and meeting the minimum average of 85 on the class on discussion grades. Students continue to be encouraged to practice oral communication skills through video recorded simulations with family and friends. Instructions and tips on how to compose a good discussion question are introduced during the first week of class. Discussion posts are graded monthly and instructor feedback is available to students in a private medium.

ASSESSMENT(S)--------------------------------------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1

Effective oral communication skills
Embedded Outcome Number:
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective oral communication skills with patients and staff

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will achieve an avg. score ≥ 85 (0-100 point scale)

Psychomotor Evaluation Form

Student Success Improvement Goal:
All students will demonstrate effective oral communication skills by scoring an average of 85 or better on their Psychomotor evaluations.

Student Group to be Assessed:
RAD 125

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
The overall average of the five fall 2017 Mammography students is a 99.3. No students scored below an 85 on any Psychomotor evals.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
A goal of 100% of students scoring an average of 85 or greater on Psychomotor evaluations was met. The average score was 99. This score has remained consistent over the past 3 years.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
All students were able to successfully demonstrate oral communication skills in the clinical setting.

Re-evaluation Date:

Changes made to process/modifications:
Encourage students to practice technologist patient conversations with family members or friends while recording the interactions on a voice recorder. This will allow students the ability to critique their communications skills and improve based on course and clinical expectations.

Person responsible for modifications:
Fran Andrews

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Demonstrate effective written communication skills
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
Students will demonstrate effective written communication skills

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of students will achieve an avg. score ≥ 85 (0-100 point scale)

Discussion Board Posts (Participation)

Student Success Improvement Goal:
Students will improve written communication skills through posting and responding to discussion questions on the message board.

Student Group to be Assessed:
RAD 156

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of students scored 85 or better on the RAD 156 discussion board postings. Each student completed 6 discussion postings and responses this semester. The average score for all discussion board postings and responses was a 99.7.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
100% of students scored above the minimum expected score of an 85 on the written discussion board. More students received a 100 for discussion grades than last year. Only one student had two discussion grades less than a 100 and both grades were a 95. Discussion posts and responses apply to material covered for each test. Students are provided discussion posting requirements and expectations at the beginning of the course. Feedback is provided by the instructor.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Based on the results achieved students are able to demonstrate effective written communication.
Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

Certificate, Nursing Assistant
PERFORM DUTIES SAFELY AND EFFECTIVELY

Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within the scope of practice as outlined by the requirements of the Nursing Assistant certification.

Progress:

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above::

ASSESSMENT(S)---------------------------------------------------------------

RELATED ITEM LEVEL 1

Assessed for mastery of each clinical competency
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of clinical assessment in AHS 163 Long-Term Care
H: Students will work as the primary care providers for assigned patients with supervision, and will be assessed for mastery of each clinical competency
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Long-Term Care Facilities

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will successfully complete the clinical competency assessment.

Student Success Improvement Goal:
Engage students in live work environments to enhance lecture and laboratory learning.

Student Group to be Assessed:
All students registered for AHS 163 Long-Term Care

Actual Results of Assessment (Percentage):
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

DEMONSTRATE ACADEMIC AND TECHNICAL COMPETENCE IN THE ROLE OF NURSING ASSISTANT

Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate academic and technical competence in the role of nursing assistant.

Progress:

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):
Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

Traditional/Hybrid Instructional Delivery:

Online Instructional Delivery:

Cumulative Assessment Results (Text):

75% of CNA Students will score an 80% or higher on the written comprehensive exam:

Minimum Expected Outcome for Level of Achievement (Text): 75%

Minimum Expected Outcome for Level of Achievement (Percentage): 75.00

Type of Assessment: Direct Assessment

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning:

W: Written Comprehensive Exam

H: Students will complete the written comprehensive exam to prepare for the State-administered certification examination.

W: All students registered for AHS 163 Long-Term Care

W: AHS 163

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Text): 75% of CNA Students will score an 80% or higher on the written comprehensive exam.

Student Success Improvement Goal:

Improve student awareness of the importance of preparing for the written section of the state-administered certification exam.
**Student Group to be Assessed:**
All students registered for AHS 163 Long-Term Care.

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

### INFECTION CONTROL
**Number:**
C

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Understand and practice infection control per CDC, OSHA, and facility guidelines.

**Progress:**
Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------

RELATED ITEM LEVEL 1

Completion of Infection Control Skills Assessment
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of Infection Control Skills Assessment
H: Students will demonstrate various skills to include hand-washing, gowning, and gloving
W: All students registered for AHS 163 Long-Term Care
W: AHS 163 Laboratory

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will score an 80% or higher on this infection control assessment.

Student Success Improvement Goal:
Increase student awareness of infection control issues.

**Student Group to be Assessed:**
All students registered for AHS 163 Long-Term Care

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?:**

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?:**

**SAFETY**

**Number:**
D

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Provide safe, competent care for the patient to promote health and wellness.
Progress:

Responsible Roles:

Program:
Certificate, Nursing Assistant

Cumulative Assessment Results (Numeric):

Cumulative Assessment Results (Text):

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)--------------------------------------------------------------
RELATEd ITEM LEVEL 1

Skills Assessment
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Completion of Skills Assessment
H: After demonstrations and several practice sessions, students will perform each skill on a partner, and will be assessed by the Instructor
W: All students registered for AHS 163 Long-Term Care
W: AHS 163
W: Laboratory

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of CNA Students will score an 80% or higher on the skills assessment.
**Student Success Improvement Goal:**
Enhance student learning to better prepare for the skills portion of the certification exam, and employment.

**Student Group to be Assessed:**
All students registered for AHS 163 Long-Term Care

**Actual Results of Assessment (Percentage):**

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:

**Results of Assessment Date:**

**Key Findings - Based on your assessment data, what factors influenced the results?**:

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?**:

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**

**Was the QEP Rubric used to assess this activity?**:

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**Certificate, Patient Care Technician**

**PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF NURSING ASSISTANT**

**Number:**
A

**FY Start:**
7/1/2017
FY End:  
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Nursing Assistant certification.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
97.00

Cumulative Assessment Results (Text):
97% of students completed the course successfully

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: 
Yes

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
100.00

Analyze the disaggregated data results above:: 
The data shows that the delivery format reported success in this student learning outcome.

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Successful completion of clinical assessment in Long-Term Care
Embedded Outcome Number:
A-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of clinical assessment in AHS 163 Long-Term Care
H: Students will work as the primary care providers for assigned patients, and will be assessed for mastery of each competency
W: All students registered for AHS 163 Long-Term Care
W: Semester 1 of PCT Curriculum
W: Long-Term Care Facilities

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will complete the Long-Term Care Clinical Assessment.

Student Success Improvement Goal:
Continue the current instructional and assessment system.

Student Group to be Assessed:
All students registered and completing the clinical portion for AHS Long-Term Care

Actual Results of Assessment (Percentage):
97.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
97% of nursing assistant students who completed and passed the classroom portion of AHS Long-Term Care, demonstrated mastery of each competency and passed the certification exam.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?: 
Compared to the previous academic year, students were more successful with completing the clinical assessment in AHS 163 Long-Term Care.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Instructors will continue to improve preparations for the clinical setting. Faculty will continue with lecture/lab integration and comprehensive assessments to promote continual improvement in meeting the success rate goals.

**Re-evaluation Date:**
11/8/2018

**Changes made to process/modifications:**

**Person responsible for modifications:**
Sylvia Wolfe Glover

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course

**Was the QEP Rubric used to assess this activity?:**
Yes

**PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF PHLEBOTOMY**

**Number:**
B

**FY Start:**
7/1/2017

**FY End:**
6/30/2018

**Description - What will the student know or be able to do upon completion of the program?:**
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Phlebotomy Skills certification.

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
95.00

Cumulative Assessment Results (Text):
41 of the 43 registered students successfully completed the phlebotomy clinical proficiencies, which indicates a success rate of 95%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Successful completion of clinical assessment in Phlebotomy Skills
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of clinical assessment in AHS 141 Phlebotomy Skills H:
Students will perform venipuncture and capillary draws on a variety of patients W:
All students registered for AHS 141 Phlebotomy Skills W: Semester 2 of PCT Curriculum W: Primary Care, Outpatient, and Specialty Clinics
Type of Assessment:  
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):  
75.00

Minimum Expected Outcome for Level of Achievement (Text):  
75% of PCT Students will complete the clinical assessment in AHS 141 Phlebotomy Skills.

Student Success Improvement Goal:  
Increase student success on the clinical assessment in Phlebotomy Skills.

Student Group to be Assessed:  
All students registered for AHS 144 Phlebotomy Practicum.

Actual Results of Assessment (Percentage):  
87.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:  
87% of the registered students successfully completed the phlebotomy clinical proficiencies.

Results of Assessment Date:  
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:  
Students were able to apply lecture material into the clinical setting. Supervisors were positive while giving feedback on the students' performance. This percentage shows a decrease from the previous year.
Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

While phlebotomy students demonstrated understanding of the techniques necessary for workforce readiness, instructors will continue to improve upon material delivery to continuously challenge students.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
Sylvia Wolfe Glover

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PERFORM DUTIES SAFELY AND EFFECTIVELY REQUIRED OF ELECTROCARDIOGRAPHY

Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Perform duties safely and effectively within their scope of practice as outlined by the requirements of the Electrocardiography certification.

Progress:
Completed

Responsible Roles:
Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
86.00

Cumulative Assessment Results (Text):
21 of the 23 registered students successfully completed the ECG clinical proficiencies, which indicates a success rate of 86%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
100.00

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
 RELATED ITEM LEVEL 1

Successful completion of clinical assessment in ECG in a Clinical Setting
Embedded Outcome Number:
C-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of clinical assessment in AHS 166 ECG in a Clinical Setting
H: Students will place leads and perform electrocardiograms on various patients
W: All students registered in AHS 166 ECG in a Clinical Settings
W: Semester 3 of the PCT Curriculum
W: Primary Care, Outpatient, and Specialty Clinics

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00
Minimum Expected Outcome for Level of Achievement (Text):

75% of PCT Students will complete the clinical assessment in ECG in a Clinical Setting.

Student Success Improvement Goal:
Continue current methods of delivery.

Student Group to be Assessed:
All students registered for AHS 166 ECG in a Clinical Setting.

Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

95% of registered ECG students successfully completed their clinical assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Students performed professionally in the clinical setting. Clinical supervisors reported back with positive feedback. Data indicated only a slight decrease from the previous year, but did not successfully reduced overall success.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Instructors are preparing students for their future ECG Technician roles. Students are able to understand and apply lecture material. Instructors will continue to make every effort to improve strategies to help students cement theory and make it applicable in the clinical setting.

Re-evaluation Date:
11/8/2018
Changes made to process/modifications:

Instructors are preparing students for their future ECG Technician roles. Students are able to understand and apply lecture material. Instructors will continue to make every effort to improve strategies to help students cement theory and make it applicable in the clinical setting.

Person responsible for modifications:
Sylvia Wolfe Glover

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

INFECTION CONTROL

Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Understand and practice infection control per CDC, OSHA, and facility guidelines

Progress:
Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the registered students successfully completed the infection control modules and assessment, which indicates a success rate of 100%.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------

RELATED ITEM LEVEL 1

Successful completion of infection control modules, and assessment
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
W: Successful completion of infection control modules, and assessment H: Students will review lectures, view videos, and complete an examination on infection control standards W: All students registered for AHS 141 Phlebotomy Skills W: Semester 2 of the PCT Curriculum W: Classroom and Laboratory

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will score an 80% or higher on this assessment.

Student Success Improvement Goal:
Increase understanding of infection control methods to better prepare students for the career laboratory, and patient care setting.
Student Group to be Assessed:
All students registered for AHS 141 Phlebotomy Skills.

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of all registered students successfully completed the infection control modules and assessment.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

Students successfully demonstrated understanding of various infection control principles.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students were adequately prepared to attempt the infection control assessment. Instructors will work to improve the use of instructional time, in an effort to maintain the success rate. Curriculum will be enhanced to comply with current regulations set by the Occupational Safety and Health Administration and the South Carolina Department of Health and Environmental Control.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:

Person responsible for modifications:
Sylvia Wolfe Glover

Progress:
ADAPTABILITY

Number: E

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate adaptability to a variety of work environments, to include long-term care facilities, hospitals, clinics, and various other organizations.

Progress: Completed

Responsible Roles:

Program:
Certificate, Patient Care Technician

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
All of the registered students scored above 80% on the Affective Objective assessment.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above::

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Successful completion of the Affective Objectives in a Clinical Setting
Embedded Outcome Number:
E-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

W: Successful completion of the Affective Objectives in AHS 166 ECG in a Clinical Setting
H: Students will rotate through the several Cardiology Departments, and be assessed by clinical supervisors
W: All students registered in AHS 166 ECG in a Clinical Setting
W: Semester 3 of the PCT Curriculum
W: Clinical Settings

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
75.00

Minimum Expected Outcome for Level of Achievement (Text):
75% of PCT Students will score an 80% or higher on the Affective Objectives in a Clinical Setting.

Student Success Improvement Goal:

Improve student professionalism, self awareness, and abilities while in various clinical facilities.

Student Group to be Assessed:

All students registered for AHS 166 ECG in a Clinical Setting.
Actual Results of Assessment (Percentage):
95.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

Of the 39 students registered, 37 scored above an 80% on the affective objectives assessment, which indicates a success rate of 95%.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

37 of the 39 registered students successfully completed the Affective Objective in the clinical setting. The findings indicate a slight decrease from the previous year (from 97% to 95%).

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students performed duties adequately and efficiently. Students demonstrated professionalism in the clinical setting, as reported by the clinical supervisors. Instructors will continue to challenge students in the areas of professionalism, punctuality, and responsibility. Additional focus will be placed in this area to improve the success rate to that of the previous academic year.

Re-evaluation Date:
11/8/2018

Changes made to process/modifications:

Person responsible for modifications:
Sylvia Wolfe Glover

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

Diploma, Medical Office Assisting
APPLY LEGAL AND ETHICAL CONCEPTS
Number: A

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Apply legal and ethical concepts within the Medical Assisting scope of practice.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:
Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Apply legal and ethical concepts
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply legal and ethical concepts within the Medical Assisting scope of practice.

Who: All MA Graduates

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100 percent of all graduating MA students responding to the Graduate Survey indicated that this outcome was accomplished.
Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?;
Practicing within the ‘Scope of Practice’ of the medical assistant is a guiding principle from the very beginning of the program. Students recognize through instruction and example that straying outside the legal and ethical boundaries while providing care to patients is not something to be taken lightly and can have very severe consequences for all involved. They all realize in today's litigious society that providing the standard of care that is expected of them is always the right decision.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?;
Students do not want to become a party in a Malpractice or Negligence lawsuit because it could come at a very high cost.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?;
No

RELATED ITEM LEVEL 1

Apply legal and ethical concepts
Embedded Outcome Number:
A-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:
What: Students will apply legal and ethical concepts within the Medical Assisting scope of practice.

Who: All MA Graduate Students

How: Final Comprehensive Practicum Evaluation

When: Summer

Type of Assessment: Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text): 80% of Clinical Practicum Supervisors will indicate that the graduates are successful in achieving this outcome on the final clinical evaluation.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?: One hundred percent of graduating students achieved this outcome as graded on the final clinical evaluation by the clinical supervisors.

Results of Assessment Date: Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

Students receive cognitive instruction describing issues that involve legal and ethical considerations and must then apply them through role play and critical thinking activities. Continued emphasis on the importance of practicing only within their education and training is a priority for instructors.
Clinical practicum sites reinforce the need to practice confidentiality, apply HIPAA regulations, document accurately, demonstrate an understanding of the patient's rights, and help students to understand the importance of following local, state, and federal legislation and regulations in the practice setting.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Adherence to HIPAA regulations is required by law and there are dire consequences for breaching these laws/

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

DISPLAY PROFESSIONALISM AND COMMUNICATION SKILLS
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Display professionalism and communication skills as a healthcare provider.

Progress:
Completed
Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Display professionalism and communication skills
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will display professionalism and communication skills as a healthcare provider.
Who: All MA Graduates
How: Graduate Survey
When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students demonstrated professionalism and good communication skills in the clinical setting.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Students find in the clinical setting that patients expect and require a certain level of dignity and respect for the situations that the patient is experiencing at that time. They require care givers who are able to communicate with patients of all ages, education, and income levels and they expect that the information afforded them during the healthcare process will be held in complete confidentiality.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Professionalism is evident when the students work hard to become good communicators with their patients in order to provide the best care.

Re-evaluation Date:

Changes made to process/modifications:
Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Display professionalism and communication skills
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will display professionalism and communication skills as a healthcare provider.

Who: All Graduating MA Students

How: Employer Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.
Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100 percent of Employers surveyed reported that graduates displayed professionalism and good communication skills as a healthcare provider.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students must be able to adequately communicate with patients to understand their needs and provide the best health care possible. Patients expect health care workers to present a positive professional image and conduct themselves with honesty, confidentiality and confidence.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Good communication and professionalism are vital characteristics for medical assistants in today's medical field.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

APPLY BEST PRACTICE ADMINISTRATIVE, BUSINESS, AND FINANCE TECHNIQUES
Number: C

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Apply best practice administrative, business, and finance techniques with the medical practice.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)---------------------------------------------------------------
RELATED ITEM LEVEL 1
Apply best practice techniques
Embedded Outcome Number:
C-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply best practice administrative, business, and finance techniques within the medical practice.

Who: All Graduating MA Students

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students surveyed achieved the learning outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Graduate Survey results show that graduating MA students adequately employed best practice techniques in administration, business, and finance. Based on the results of the Graduate
Survey, all graduating MA students have been properly prepared and have practiced the best administrative techniques used in business.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

RELATED ITEM LEVEL 1
Apply best practice techniques
Embedded Outcome Number:
C-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will apply best practice administrative, business, and finance techniques within the medical practice.

Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: Summer

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
Minimum Expected Outcome for Level of Achievement (Text):

80% of Clinical supervisors will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Ninety-three percent of graduating students achieved this outcome per the Final Comprehensive Evaluation.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Final Comprehensive Practicum Evaluation indicates that graduating MA students recognize the need for and employ the best practice techniques in administrative, business, and financial areas of the medical practice where students are allowed to participate in the financial activity of the office. Clinical Supervisors emphasize during the students clinical time, the need for accurate financial practices to maintain a viable medical practice. Correctly administering the business model of the office and accuracy in the banking and accounting procedures allows the practice to thrive and grow.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Good Math skills continue to prove to be a valuable asset in the business side of the office.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:
DEMONSTRATE COMPETENCE IN THE PERFORMANCE OF CLINICAL SKILLS
Number: D

FY Start: 7/1/2017
FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Demonstrate competence in the performance of clinical skills for entry-level Medical Assistant

Progress: Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100 percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------

RELATED ITEM LEVEL 1

Demonstrate competence in the performance of clinical skills
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will demonstrate competence in the performance of clinical skills for entry-level Medical Assistant (AAMA)

Who: All Graduating MA Students

How: Graduate Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students responding to the Graduate Survey will indicate that this outcome was accomplished.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Based on the information provided through the graduate survey, graduates are properly prepared and conscientious about the correct performance of entry level skills for medical assistants required by the AAMA. Educators will continue to look for new and innovative ways to prepare the students according to entry level expectations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The role of the medical assistant is one of a multi-skilled healthcare professional and when hired is expected to have skills set forth in the Core Curriculum of the MAERB.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

ACHIEVE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAIN LEARNING OBJECTIVES
Number:
E

FY Start:
7/1/2017
FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
77.00

Cumulative Assessment Results (Text):
Seventy-seven percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
Yes

Online Instructional Delivery :
4.00

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :
96.00

Analyze the disaggregated data results above:
All students succeeded in the online class in the curriculum.

ASSESSMENT(S)-----------------------------------------------

RELATED ITEM LEVEL 1

Achieve domain learning objectives

Embedded Outcome Number:
E-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Who: All MA Graduates

How: AAMA Certification Exam

When: within 60 months

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
60,00

Minimum Expected Outcome for Level of Achievement (Text):

60% of the Graduates will score at or above national pass rate on the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
44,00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Forty-four percent of students who took the certification exam passed it on the first try.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Eight of the eighteen graduates took the certification exam and passed it.
A new Certification review book has been adopted and a new online program has been adopted as well to use with the next cohort to try and improve scores. More remedial work is also being used with a new textbook.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
We continue to look for newer methods of instruction and review to help students retain learned material better and be better prepared for the exam.

**Re-evaluation Date:**

**Changes made to process/modifications:**
A new textbook and learning platform has been adopted and is now in use.

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
No

**RELATED ITEM LEVEL 1**

**Achieve domain learning objectives**
**Embedded Outcome Number:**
E-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**
What: Students will achieve cognitive, psychomotor, and affective domain learning objectives as established by the Medical Assisting Education Review Board (MAERB).

Who: All Graduating Seniors

How: North Star Workforce Readiness

When: 3rd (summer) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will participate in using the program to prepare for the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of graduating students participated in the review for the certification exam using the Northstar Learning and review program.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
Concentrated emphasis will be placed on stressing to the students the need to sit for the exam as more and more facilities are beginning to require passage of the certification exam as a condition for hire. Research will also continue for any other programs that will help the students to prepare for the exam. Concentrated emphasis will be placed on stressing to the students the need to sit for
the exam as more and more facilities are beginning to require the taking and passing of the certification exam as a condition for hire. Research will also continue for any other programs that will help the students to prepare for the exam.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students who understand the need to continually learn and prepare for the certification exam are more successful in attaining a Pass on the exam.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:

PURSUE PROFESSIONAL AND NATIONALLY-RECOGNIZED CREDENTIALING

Number:
F

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

Progress:
Completed

Responsible Roles:
Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
44.00

Cumulative Assessment Results (Text):
44 Percent passed the Certification Exam

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1
Pursue professional and nationally-recognized credentialing
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

Who: All MA Graduates

How: AAMA Certification Exam

When: within 60 months

Type of Assessment:
Direct Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
60.00

Minimum Expected Outcome for Level of Achievement (Text):
60% of the Graduates will achieve a passing score on the AAMA Certification Exam.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
44.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Forty-four percent of graduates who took the Certification exam passed.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
This pass rate is much lower than the previous year.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The search continues for improved means of preparing the students for the certification exam including instruction throughout the academic year, not just the semester they graduate.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:
QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Pursue professional and nationally-recognized credentialing
Embedded Outcome Number:
F-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will pursue professional and nationally-recognized credentialing, post-graduation, by applying to sit for the CMA (AAMA) credential.

Who: All Graduating Seniors

How: North Star Workforce Readiness

When: 3\textsuperscript{rd} (summer) semester

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
100.00

Minimum Expected Outcome for Level of Achievement (Text):
100\% of students will participate in using the program to prepare for the AAMA Certification Exam

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of senior students participated in preparation through the use of the Northstar Learning review program.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
The Northstar Learning program provides not only practice questions but remediation for the students after practice exams to help them strengthen their weaker areas. Proper review and preparation is vital for students to refresh material that may have been learned early in the program. The Northstar program allows for this review through practice exams and feedback on the practice tests with remediation for the weakness.

The Northstar learning program is used in conjunction with a hard copy review book.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Students need to realize and own the reality that they need to work harder to achieve passing certification scores.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
No

PROTECT THE HEALTH OF THE PATIENT AND COWORKER
Number: G

FY Start: 7/1/2017

FY End: 6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Protect the health of the patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
One hundred percent

Are courses offered in multiple delivery formats?  If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------
RELATED ITEM LEVEL 1
Protect the health of patient and coworker
Embedded Outcome Number:
G-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will protect the health of patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.

Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: End of Summer Semester

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students being evaluated by the Clinical Supervisor will accomplish this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
One hundred percent of students evaluated achieved this outcome as assessed by their Clinical Instructors on the final practicum evaluation.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:


Students are instructed about the hazards of poor hand hygiene, direct and indirect contact and transfer of disease from one person to another and how to avoid this transfer. The OSHA guidelines about bloodborne pathogens and protective measures are required by law to be in place to protect everyone from the spread of disease. They realize that they are at risk as well as coworkers and patients and so take this training and the practice of Universal (Standard) Precautions very seriously. Due to the importance of not only protecting themselves and their families, but their patients and coworkers, due diligence in the practice of using the required precautions and guidelines provided for the healthcare worker is most important along with adherence to the OSHA requirements.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Students understand the necessity of breaking the chain of infection and educating their patients in this area to help protect the patient and health care worker from infections.

**Re-evaluation Date:**

**Changes made to process/modifications:**

**Person responsible for modifications:**

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
Summative Assessment of All 3 QEP SLOs in Capstone Course

**Was the QEP Rubric used to assess this activity?:**
No

**RELATED ITEM LEVEL 1**

**Protect the health of patient and coworker**

**Embedded Outcome Number:**
G-2

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

What: Students will protect the health of patient and coworker by carefully following Standard Precautions Guidelines and OSHA mandates.
Who: All Graduating MA Students

How: Employer Survey

When: within six months

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100 percent of Employers surveyed indicated that graduates were knowledgeable about Standard Precautions Guidelines and OSHA mandates and adhere to the requirements within the directives of OSHA.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Students follow safety guidelines to protect themselves and their patients. They also participate in risk management procedures to minimize exposures to themselves and their patients.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:


RECOGNIZE EMERGENCY PATIENT CONDITIONS

Number:
H

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
One hundred percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

Analyze the disaggregated data results above:

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**ASSESSMENT(S)------------------------------------------------------------**

**RELATED ITEM LEVEL 1**

**Recognize emergency patient conditions**

Embedded Outcome Number:

H-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?**:

**What:** Students will recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

**Who:** All MA Students

**How:** First Aid Certificate

**When:** 2nd (spring) semester

**Type of Assessment:**

Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**

100.00

**Minimum Expected Outcome for Level of Achievement (Text):**

100% of students will complete and receive First Aid Certification

**Student Success Improvement Goal:**

**Student Group to be Assessed:**
Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of Medical Assisting students were successful in completing training and obtaining First Aid Certification.

Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

It is a requirement for all medical assisting students to complete certified First Aid treatment to have the skills necessary to respond appropriately in emergency situations. This training is required before students move on to the Clinical Practicum in the summer semester.

All medical personal with direct patient contact must be able to respond to immediate situations of life or death.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
All health care workers are required to be able to perform CPR and basic First aid when working directly with patients in the clinical area.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course
Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1

Recognize emergency patient conditions
Embedded Outcome Number:
H-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will recognize emergency patient conditions and initiate lifesaving first aid and basic life support procedures.

Who: All MA Students

How: CPR Certificate

When: 2nd (spring) semester

Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 100.00

Minimum Expected Outcome for Level of Achievement (Text):
100% of students will complete and receive CPR Certification

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage): 100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
100% of medical assisting students were successful in completing training and receiving CPR Certification.
Results of Assessment Date:
Spring

Key Findings - Based on your assessment data, what factors influenced the results?:
All MA students must complete and receive CPR Certification which equips them to respond appropriately with the correct treatment as needed per situation.

Adequate knowledge of how to respond in different emergency situations is a responsibility of healthcare workers. One must be prepared at all times with the knowledge and skill needed to step in and help when needed at a moment's notice. Certification in CPR assures others that the appropriate training has been attained and the worker is capable of administering the proper treatment.

CPR certification is required before the student can continue to the Summer semester for the clinical internship.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course

Was the QEP Rubric used to assess this activity?:
No

CRITICAL THINKING SKILLS
Number:
1

FY Start:
7/1/2017
Description - What will the student know or be able to do upon completion of the program?:
Incorporate critical thinking skills to provide quality care of patients.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Medical Office Assisting

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
One hundred percent

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------------------------------------------
RELATED ITEM LEVEL 1
Incorporate critical thinking skills
Embedded Outcome Number:
I-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will incorporate critical thinking skills to provide quality care to patients.
Who: All Graduating MA Students

How: Final Comprehensive Practicum Evaluation

When: Summer

Type of Assessment:
Indirect Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of all graduating MA students being assessed by the Clinical Supervisor will achieve this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eighty-five percent of students assessed achieved this outcome.

Results of Assessment Date:
Summer

Key Findings - Based on your assessment data, what factors influenced the results?:
All is not as it always seems in medicine. Many indications may point toward one conclusion while others point in an opposite direction. The ability to analyze all information and categorize most important to least important, and then use that information in caring for the patient is required to provide the best care for patients. Based on the results of the Practicum evaluation, critical thinking is a very important tool to be used in the decision making process where the healthcare of the patient is concerned.
Develop Supportable Conclusions - What do you plan to do to improve student learning?  
What actions will be taken?:
Critical thinking skills are not easily taught but remain one of the areas in which we must increase emphasis for students to learn how to look at the big picture rather than just a few individual parts.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Incorporate critical thinking skills
Embedded Outcome Number:
I-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

What: Students will incorporate critical thinking skills to provide quality care to patients.

Who: All Graduating MA Students

How: Employer Survey

When: within six months

Type of Assessment:
Indirect Assessment
Minimum Expected Outcome for Level of Achievement (Percentage):
80.00

Minimum Expected Outcome for Level of Achievement (Text):
80% of Employers will indicate that the graduates are successful in achieving this outcome.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):
85.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Eighty-five percent of employers surveyed indicated that graduates were able to use critical thinking in dealing with their patients to try to provide the best care available for the patients.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Critical thinking is a very important tool for health care workers in dealing with patients while trying to communicate with them in different ways and collecting information from them. Also, in using that information to provide the best care possible for them.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Developing the students reasoning abilities is a key to critical thinking.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric used to assess this activity?:
No

Diploma, Practical Nursing
PROFESSIONAL BEHAVIOR
Number:
A

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Professional Behaviors  Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):
100% of students achieved Successful rating in area of Professional Behavior.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of professional behaviors from PN class of 2017 (98%), and preparedness average in area of professional behaviors from surveyed graduates and employers in 2016 (99.1%), a baseline success rate goal of 98% was set.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above:

ASSESSMENT(S)-------------------------------------------------------------
RELATED ITEM LEVEL 1
Clinical Evaluation of Student Learning Outcomes
Embedded Outcome Number:
A-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: Evaluation of Student Clinical Performance in area of Professional Behaviors to include:

---Accept responsibility for personal/professional development

---Comply with policies of the Practical Nursing Program and clinical agencies.

When: Last semester of PN Program during clinical component of last nursing course: PNR 170, Nursing Care of the Older Adult.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
98.00

Minimum Expected Outcome for Level of Achievement (Text):
98% of students will achieve a "Satisfactory" rating in area of Professional Behaviors on last semester Clinical Performance Evaluations.
Student Success Improvement Goal:

Maintain and seek to increase percentage of PN students receiving “Satisfactory” rating in area of Professional Behaviors.

Student Group to be Assessed:

All PN students in the last semester of the PN program during the clinical component of their final nursing course---PNR 170-Nursing Care of the Older Adult.

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

100% of students met /exceeded the baseline set for Successful rating in area of Professional Behavior. Goal exceeded.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of professional behaviors from PN class of 2017 (98%), and preparedness average in area of professional behaviors from surveyed graduates and employers in 2016 (99.1%), a baseline success rate goal of 98% was set.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Success rate /Satisfactory performance rating in the area of professional behaviors in PN students increased from last year, exceeding the goal set.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
The increased focus that Faculty has placed on the importance of Professional Behavior in the classroom, lab and clinical settings has resulted in improvement in this SLO.
Re-evaluation Date:
11/7/2019

Changes made to process/modifications:

Faculty will maintain high standards and expectations of students in area of Professional Behavior in order to prepare graduates to practice as professional nurses.

Person responsible for modifications:
Susan Chavis

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

COMMUNICATION
Number:
B

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Communication: Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing
Cumulative Assessment Results (Numeric):
93.00

Cumulative Assessment Results (Text):
93% of students achieved Successful rating in area of Communication.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Communication from PN class of 2017 (87%), and preparedness average in area of Communication from surveyed graduates and employers in 2016 (85.7.1%), a baseline success rate goal of 86% was set.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
NCLEX-PN
Embedded Outcome Number:
B-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: NCLEX-PN usually taken 1 week to 3 months after graduation to determine if graduate is a safe and competent nurse.

When: Six months (or sooner) after graduation
Type of Assessment: Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage): 84.00

Minimum Expected Outcome for Level of Achievement (Text): National Pass rates for the NCLEX-PN are not yet available for year 2018. South Carolina pass rates for 2018 are not yet available.

The 2017 National Pass rate was 83.85%

Practical Nursing graduates of 2017-2018 --July 2018-- had NCLEX pass rate of 91.66%

This based on 60 students with 55 passing NCLEX on first attempt.

5 students did not pass

Practical Nursing graduates of 2016-2017--July 2017--had an NCLEX pass rate of 100%

National Pass Rate for 2017 was : 83.85%

Pass rate for South Carolina was: 91.12%

Practical Nursing graduates of 2015-2016--July 2016--had an NCLEX pass rate of 90.57%.

National pass rate for 2016 was : 83.7 %

Pass rate for South Carolina was: 94.53%
Student Success Improvement Goal:
Faculty will review areas of concern on the Mountain Measurement report from NCSBN, the HESI predictor, and the ATI Predictor to correlate items that need more focus for future classes.

Student Group to be Assessed:
PN Graduates

Actual Results of Assessment (Percentage):
90.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
Practical Nursing graduates of 2017-2018 --July 2018-- had NCLEX pass rate of 91.66%
This based on 60 students with 55 passing NCLEX on first attempt.
5 students did not pass

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Practical Nursing graduates of 2017-2018 --July 2018-- had NCLEX pass rate of 91.66%
This exceeds previous National Pass rate of 84%

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Although current pass rate of graduates exceeds the National Average of 2017, faculty and graduates seek a 100% pass rate.

Faculty will implement increased utilization of NCLEX prep resources within the PN curriculum to include consistent use of ATI program, and higher level NCLEX-style questions on course tests.

Re-evaluation Date:
11/7/2019

Changes made to process/modifications:
Faculty will implement increased utilization of NCLEX prep resources within the PN curriculum to include consistent use of ATI program, and higher level NCLEX-style questions on course tests.

Person responsible for modifications:
Susan Chavis

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

RELATED ITEM LEVEL 1
Clinical Evaluation of Student Learning Outcomes
Embedded Outcome Number:
B-2

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: Evaluation of Student Clinical Performance in area of Communication to include:
--- Utilize basic therapeutic communication skills to interact effectively with clients/significant others, and members of the health care team

--- Document on Physical Assessment form, MAR, and TAR completely and in accordance with agency policy.

**When:** Last semester of PN Program during clinical component of last nursing course: PNR 170, Nursing Care of the Older Adult.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
86.00

**Minimum Expected Outcome for Level of Achievement (Text):**
Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Communication from PN class of 2017 (87%), and preparedness average in area of Communication from surveyed graduates and employers in 2016 (85.71%), a baseline success rate goal of 86% was set.

**Student Success Improvement Goal:**
Increase percentage of PN students receiving “Satisfactory” rating in area of Communication.

**Student Group to be Assessed:**
All PN students in the last semester of the PN program during the clinical component of their final nursing course---PNR 170-Nursing Care of the Older Adult.
Actual Results of Assessment (Percentage):
93.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:
93% of students Successful in area of Communication. Goal of 86% exceeded.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal set was exceeded.

Success rate in area of Communication has increased from 85.71% in 2016, and 87% in 2017, to 93% in 2018.

Additionally,

Based on graded PNR 120 formative group project, which includes a Communication component, PN graduates are prepared in the area of Communication, but there is room for improvement. 77% of Traditional and 40% of Flex PN students scored a B or better on the project.

Based on graded PNR 155 summative group project, which includes a Communication component, PN students are prepared in the area of Communication, but there is room for improvement. 80% of Traditional PN students and 100% of Flex PN students scored B or better.

Develop Supportable Conclusions - What do you plan to do to improve student learning?
What actions will be taken?:
PN Faculty increased focus on importance of accurate verbal and written communication in Nursing (documentation) has resulted in improvement in student performance in this area.
Re-evaluation Date:
11/7/2019

Changes made to process/modifications:
Faculty will seek to continually improve student performance in this area through increased exposure/practice assignments and experiences with documentation and communication of pertinent information to health care team members.

Person responsible for modifications:
Susan Chavis

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
QEP SLO 1 (Applied Comm. Skills) - Formative Assessment in Progression Course,QEP SLO 2 (Technology Skills) - Formative Assessment in Progression Course,QEP SLO 3 (Soft Skills) - Formative Assessment in Progression Course,Summative Assessment of All 3 QEP SLOs in Capstone Course

Was the QEP Rubric used to assess this activity?:
Yes

ASSESSMENT
Number:
C

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Assessment: Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Progress:
Completed

Responsible Roles:
**Program:**
Diploma, Practical Nursing

**Cumulative Assessment Results (Numeric):**
95.00

**Cumulative Assessment Results (Text):**

95% of PN students achieved Successful rating in area of Assessment. Goal was exceeded.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Assessment from PN class of 2017 (97%), and preparedness average in area of Assessment from surveyed graduates and employers in 2016 (91.67%), a baseline success rate goal of 91% was set.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below:**
No

**Online Instructional Delivery:**

**Offsite Instructional Delivery:**

**Traditional/Hybrid Instructional Delivery:**

**Analyze the disaggregated data results above:**

**ASSESSMENT(S)-------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
**Clinical Evaluation of Student Learning Outcomes**
Embedded Outcome Number:
C-1

**Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:**

**How:** Evaluation of Student Clinical Performance in area of Assessment include:
--Assess data related to basic physical, developmental, spiritual, cultural, functional and psychosocial needs of the client

--Perform basic nursing skills correctly with increasing competence and without compromising client safety, comfort, or privacy

--Perform administration of medications safely

**When:** Last semester of PN Program during clinical component of last nursing course: PNR 170, Nursing Care of the Older Adult.

**Type of Assessment:**
Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage):**
91.00

**Minimum Expected Outcome for Level of Achievement (Text):**
91% of students will achieve a "Satisfactory" rating in area of Assessment on last semester Clinical Performance Evaluations.

**Student Success Improvement Goal:**
Increase percentage of PN students receiving “Satisfactory” rating in area of Assessment.

**Student Group to be Assessed:**
All PN students in the last semester of the PN program during the clinical component of their final nursing course---PNR 170-Nursing Care of the Older Adult.

**Actual Results of Assessment (Percentage):**
95.00
Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

95% of PN students received a Successful rating in area of Assessment.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Assessment from PN class of 2017 (97%), and preparedness average in area of Assessment from surveyed graduates and employers in 2016 (91.67%), a baseline success rate goal of 91% was set.

Results of Assessment Date:
Fall

Key Findings - Based on your assessment data, what factors influenced the results?:
Goal of 91% exceeded. Preparedness in the area of Assessment has improved since 2016 scores, but decreased by 2% from 2017 score of 97%.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Improvements made in the instruction of students on importance of accurate Assessment, to include performance of basic nursing skills, and medication administration has resulted in student improvement in this area since 2016. However, more improvement is needed in this critical area of nursing instruction.

Re-evaluation Date:
11/7/2019

Changes made to process/modifications:
Faculty will investigate ways to improve student performance in this vital area of nursing education.

Person responsible for modifications:
Susan Chavis

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

PLANNING
Number:
D

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Planning: Collaborate with the registered nurse or other members’ of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
98.00

Cumulative Assessment Results (Text):
98% of PN students achieved Successful rating in area of Planning.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Planning from PN class of 2017 (98%), and preparedness average in area of Planning from surveyed graduates and employers in 2016 (92.55%), a baseline success rate goal of 95% was set.
Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery:

Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)------------------------------------------------------------

RELATED ITEM LEVEL 1

Clinical Evaluation of Student Learning Outcomes
Embedded Outcome Number:
D-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

How: Evaluation of Student Clinical Performance in area of Planning to include:

---Collect and analyze data to individualize nursing care (completion of Pre-clinical paperwork)

---Contribute to the development of nursing care plans with instructor’s guidance

---Evaluate outcomes and make changes to the plan of care with instructor’s guidance.

When: Last semester of PN Program during clinical component of last nursing course: PNR 170, Nursing Care of the Older Adult.

Type of Assessment:
Direct Assessment

Minimum Expected Outcome for Level of Achievement (Percentage):
95.00
Minimum Expected Outcome for Level of Achievement (Text):

95% of students will achieve a "Satisfactory" rating in area of Planning on last semester Clinical Performance Evaluations.

Student Success Improvement Goal:

Increase percentage of PN students receiving “Satisfactory” rating in area of Planning.

Student Group to be Assessed:

All PN students in the last semester of the PN program during the clinical component of their final nursing course---PNR 170-Nursing Care of the Older Adult.

Actual Results of Assessment (Percentage):

98.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

98% of students achieved a Successful rating in area of Planning

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Planning from PN class of 2017 (98%), and preparedness average in area of Planning from surveyed graduates and employers in 2016 (92.55%), a baseline success rate goal of 95% was set.

Results of Assessment Date:

Fall

Key Findings - Based on your assessment data, what factors influenced the results?:

98% of students successful in area of Planning. Goal of 95% exceeded.
Student performance has improved in this area over the past two years going from 92.55% success rate in 2016 to 98% in 2017 and again 98% rate in 2018.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:
Increased focus on the ability of the graduate PN nurse to effectively Plan nursing care has resulted in improvement in success rates in this area.

Re-evaluation Date:
11/7/2019

Changes made to process/modifications:
Faculty will investigate methods of teaching that will continue to result in student success and the PN graduate's ability to effectively Plan nursing care.

Person responsible for modifications:
Susan Chavis

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No

CARING INTERVENTIONS
Number:
E

FY Start:
7/1/2017

FY End:
6/30/2018

Description - What will the student know or be able to do upon completion of the program?:
Caring Interventions: Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.
Progress:
Completed

Responsible Roles:

Program:
Diploma, Practical Nursing

Cumulative Assessment Results (Numeric):
100.00

Cumulative Assessment Results (Text):

100% of students achieved a Successful rating in area of Caring Interventions.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Caring Interventions from PN class of 2017 (100%), and preparedness average in area of Caring Interventions from surveyed graduates and employers in 2016 (92.86%), a baseline success rate goal of 96% was set.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:
No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)------------------------------------------------------------
RELATED ITEM LEVEL 1
Clinical Evaluation of Student Learning Outcomes
Embedded Outcome Number:
E-1
Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

**How**: Evaluation of Student Clinical Performance in area of Caring Interventions to include:

---Demonstrate a caring and empathetic approach to the safe, therapeutic, and individualized care of each client.

**When**: Last semester of PN Program during clinical component of last nursing course: PNR 170, Nursing Care of the Older Adult.

**Type of Assessment**: Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage)**: 96.00

**Minimum Expected Outcome for Level of Achievement (Text)**:

96% of students will achieve a "Satisfactory" rating in area of Caring Interventions on last semester Clinical Performance Evaluations.

**Student Success Improvement Goal**:

Maintain/ Increase percentage of PN students receiving “Satisfactory” rating in area of Caring Interventions

**Student Group to be Assessed**:

All PN students in the last semester of the PN program during the clinical component of their final nursing course---PNR 170-Nursing Care of the Older Adult.

**Actual Results of Assessment (Percentage)**: 100.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?**:
100% of students achieved a Successful rating in area of Caring Interventions.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Caring Interventions from PN class of 2017 (100%), and preparedness average in area of Caring Interventions from surveyed graduates and employers in 2016 (92.86%), a baseline success rate goal of 96% was set.

**Results of Assessment Date:**
Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**
100% of students achieved Satisfactory in this area. Goal of 96% was exceeded.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**
Interventions in the classroom, lab and clinical settings to increase student preparedness in the area of Caring Interventions were effective.

**Re-evaluation Date:**
11/7/2019

**Changes made to process/modifications:**
Faculty will continue to promote student success in this area through classroom lecture, interactive scenarios in the lab, and challenging patient assignments in the clinical area.

**Person responsible for modifications:**
Susan Chavis

**Progress:**
Completed

**Responsible Roles:**

**QEP SLO(s) Assessed in this Course Activity:**
None

**Was the QEP Rubric used to assess this activity?:**
MANAGING

Number:  
F  

FY Start:  
7/1/2017  

FY End:  
6/30/2018  

Description - What will the student know or be able to do upon completion of the program?:  
Managing: Implement patient care, at the direction of a registered nurse, licensed physician through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Progress:  
Completed  

Responsible Roles:  

Program:  
Diploma, Practical Nursing  

Cumulative Assessment Results (Numeric):  
93.00  

Cumulative Assessment Results (Text):  
93% of students achieved a Successful rating in area of Managing

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Managing from PN class of 2017 (98%), and preparedness average in area of Managing from surveyed graduates and employers in 2016 (92%), a baseline success rate goal of 95% was set.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:  
No  

Online Instructional Delivery :  
Offsite Instructional Delivery:

Traditional/Hybrid Instructional Delivery:

Analyze the disaggregated data results above:

ASSESSMENT(S)-----------------------------------------------------------------------------------

RELATED ITEM LEVEL 1

Clinical Evaluation of Student Learning Outcomes
Embedded Outcome Number:
F-1

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

**How**: Evaluation of Student Clinical Performance in area of Managing to include:

---Demonstrate managing care through the processes of planning, organizing, and directing.

---Demonstrate qualities of a Team leader

**When**: Last semester of PN Program during clinical component of last nursing course: PNR 170, Nursing Care of the Older Adult.

**Type of Assessment**: Direct Assessment

**Minimum Expected Outcome for Level of Achievement (Percentage)**: 95.00

**Minimum Expected Outcome for Level of Achievement (Text)**: 95% of students will achieve a "Satisfactory" rating in area of Managing on last semester Clinical Performance Evaluations.

**Student Success Improvement Goal**: 
Increase percentage of PN students receiving “Satisfactory” rating in area of Managing.

**Student Group to be Assessed:**

All PN students in the last semester of the PN program during the clinical component of their final nursing course---PNR 170-Nursing Care of the Older Adult.

**Actual Results of Assessment (Percentage):**

93.00

**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

93% of students achieved a Successful rating in area of Managing.

Utilizing the clinical performance evaluation satisfactory rating percentage of students in area of Managing from PN class of 2017 (98%), and preparedness average in area of Managing from surveyed graduates and employers in 2016 (92%), a baseline success rate goal of 95% was set.

**Results of Assessment Date:**

Fall

**Key Findings - Based on your assessment data, what factors influenced the results?:**

93% of PN students received a Satisfactory rating in this area. Goal of 95% was not met.

**Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:**

Improvement in instruction of students in the area of managing is needed. Success rate was 92% in 2016, improved to 98% in 2017, but declined this year to 93%.

**Re-evaluation Date:**

11/7/2019
Changes made to process/modifications:
Faculty will investigate and implement improved methods of instruction in classroom, lab and clinical settings to help improve student success in this area.

Person responsible for modifications:
Susan Chavis

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:
None

Was the QEP Rubric used to assess this activity?:
No