

1. Assessment Plan - Four Column



Administration of Justice Certificate: Correctional Sciences - T2103

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students will be employed or seeking employment in the field or a related field.</p>		
<p>technically competent - Students completing the certificate will be technically competent</p>			
<p>ADJU Cert T2103 - The student will compare the state and federal court systems , and define the impact of these courts on corrections.</p>	<p>Course Embedded Test - Faculty created and evaluated exam Criteria for Success: 60% of students will score 70% or higher on questions pertaining to state and Federal court systems on Final Exam for the capstone course Schedule: End of Program</p>		
<p>Corrections Certificate T2103 - Students will identify the duties of the different courts involved in probation and parole.</p>	<p>Course Embedded Test - Test Criteria for Success: 60% of students will score 70% or higher on test covering identification of duties of the different courts involved in probation and parole</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 79% of students scored 70% or higher on test covering duties of the different courts involved in probation and parole. (03/18/2013)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess degree (03/18/2013)</p>

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Administration of Justice Certificate: Law Enforcement - T2102

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically proficient - Students completing the certificate will be technically competent</p>			
<p>ADJU Cert T2102 - Students will understand the three components of the Criminal Justice System</p>	<p>Other - Written report on current or future problems in Criminal Justice System, evaluated by faculty member using faculty-generated scoring guide. Criteria for Success: 70% of students will score 75 points or higher by comprehensively addressing two current or future problems and offering reasonable solutions in the capstone course Schedule: End of program</p>		
<p>Law Enforcement Cert T2102 - Students will understand the different tasks within general patrol functions.</p>	<p>Course Embedded Test - exam Criteria for Success: 60% of program completers will score 70% or higher on a n exam covering different tasks within general patrol functions</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 84.5 % of students scored 70% or higher on a n exam covering different tasks within general patrol functions (01/24/2013)</p>	<p>Use of Results : Dept will move on to assess another program outcome. (01/24/2013)</p>

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Administration of Justice Degree: AS - Correctional Sciences - S2103

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>technically competent - Program completers will be technically competent</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>ADJU AS S2103 - Students will be able to compare and evaluate the duties and responsibilities of probation and parole agencies</p>	<p>Course Embedded Test - Faculty created and evaluated written exam Criteria for Success: 60% of students will score 70% or higher on questions pertaining to duties and responsibilities of probation and parole agencies on final exam in the capstone course Schedule: End of program</p>		
<p>AS Degree Correctional Sciences - The student will describe the expectations of the dominant ethnic and racial groups and relate those expectations to institutional behavior.</p>	<p>Course Embedded Test - Mid term Criteria for Success: 60% of students will score 70% or higher on questions related to behavioral expectations for dominant ethnic and racial groups on the mid term exam</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 73% of students scored 70% or higher on questions related to behavioral expectations for dominant ethnic and racial groups (03/18/2013)</p>	<p>Use of Results : Department is pleased with result and will move on to assess additional CORS courses (03/18/2013)</p>

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Administration of Justice Degree: AS - Law Enforcement - S2102

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical competence - Program completers will be technically competent</p>			
<p>Employment - Program completers will be employed or seeking employment in their area or a related area</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>ADJU AS S2102 - Students will identify the purpose and need for Criminal Procedures.</p>	<p>Course Embedded Test - Faculty developed and administered examination Criteria for Success: 80% of students will be obtain a passing score on questions pertaining to the purpose and need for Criminal procedures on the final exam in the capstone course Schedule: End of program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 91.25 % of Students obtained a passing score of 70 or higher (05/26/2012)</p>	<p>Use of Results : Faculty will move on to assess another program outcome (05/26/2012)</p>

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Aeronautics, Transportation Degree: AS - Aviation Science - S0910

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Preparedness for the Academy - FAA Air Traffic CTI Program Capstone Exam will be used to examine student preparedness for the FAA Academy. The FAA provides the standardized examination question pool to all CTI college partners.</p>	<p>Standardized Test - FAA AT-CTI Capstone Exam Criteria for Success: Program completers will score no less than 90% on the CTI capstone exam with no less than 70% in any of the five sub-catagories. Schedule: FAA AT_CTU Capstone Exam testing begins the 10th week of each semester. The exam is administered by Aeronautics faculty. Test results will be used for the assessment of student learning.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met Results of Fall 2009 Capstone Examination showed an average score of 95.8%, with 89.6% passing with a score of 90% or greater. There were no significant areas of student weakness on the thirty-one tested subject areas. (02/16/2010)</p>	<p>Use of Results : No changes to instruction needed at this time. Department will continue assessment to gather longitudinal data. (02/16/2010)</p>
		<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 24 of 30 students (77%) passed with a 90% or higher the first time taking the Capstone Exam. The remaining six students retested at 90% or higher one week later for their retest (11/19/2009)</p>	<p>Use of Results : Department will look at data collected 2010 and make a determination at that time about changes that might need to be made to instruction (11/16/2009)</p>
<p>Technical competence - Program completers will be technically competent</p>			

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Aeronautics, Transportation Degree: AS - Commercial Flight - S0912

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technically competent - Students completing the program will be able to compute takeoff and landing data.</p>	<p>Standardized FAA exam as evaluated by faculty</p> <p>Criteria for Success: 70% of students will score 70% or higher</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Results of assessment indicate students are knowledgeable in this subject area scoring above 88%. Instructors will continue to monitor subject area in order to gather longitudinal data. (09/14/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Thirty three students were assessed and 78% of those who were tested scored 70% or higher (03/16/2012)</p>	<p>Use of Results : The results were shared with faculty and a decision was made to continue with the assessment at a later time (03/16/2012)</p>

1. Aviation Industry and Career Planning - Students will recognize and comprehend terms and vocabulary associated with piloting and air traffic control; early federal legislation that was influential in shaping the aviation industry; the function of government in regulating the aviation industry; airline economics and demand; and career planning skills and resources.
Outcome Status: Active

2. Aviation Safety and Human Factors - Students will recognize and comprehend physiology limitations humans experience in flight; comprehend the skills, techniques, and procedures of advanced crew

resource management (ACRM), and applying ACRM principles in problem-solving scenarios; analyze aircraft accident case-studies and identify key factors leading to aircraft accidents.

Outcome Status: Active

3. Aviation Weather and Aeronautical Decision Making -

Students will identify and determine the characteristics of North American continental and worldwide weather systems; encode and decode hourly surface weather observations and pilot reports; encode and decode aviation weather forecasts and meteorological advisories; and summarize aviation weather conditions and forecasts using a variety of charts, observations, and forecasts with the goal of demonstrating good decision-making and problem-solving skills.

Outcome Status: Active

4. Flight Operations and Flight Planning -

Students will comprehend the skills, techniques, and procedures for safely operating aircraft in primary, instrument, and commercial flight operations. Students will be able to explain the principles of flight and aerodynamics as they relate to airplanes, helicopters, and other high-performance aircraft; analyze aircraft performance data necessary for takeoff and landing and evaluate problem-solving scenarios for “go” and “no-go” decisions; analyze and apply weight and balance principles in problem-solving scenarios.

Outcome Status: Active

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Air Conditioning /Ref Certificate: Air Conditioning and Refrigeration - T0909

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Program completers will report employment in the field of Air Conditioning and Refrigeration based on the AIRC Student Employment Survey. AIRC program completers NOT employed in the HVAC&R when joining the program: Criteria for Success: 60% will report employment in the field of Air Conditioning or Refrigeration. AIRC program completers EMPLOYED when joining the program: 70% will report a pay increase 80% will report new skills to improve their position in their existing company 55% will report new skills to change jobs</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met The total number of certificate completers from the program T0909 in 2013/2014 was 25. Student contact information was maintained in the Department Chair's office and remained relevant through safety tests and student rosters. Exit interviews were conducted at the time of submitting the certificate application or during phone interviews. Four phone interviews were conducted. Of the 25 program completers, 19 were interviewed for AIRC's Program Level Student Learning Outcomes. Of the 19 interviewed, ? 3 program completers were employed in Air Conditioning and Refrigeration before joining the program. o All 3 reported learning new skills as a result of completing the program o All 3 reported a pay increase while attending the program and before program completion o 0 students employed in the industry before joining the program reported changing jobs while in the program or after completing the program ? 10 program completers unemployed in the industry before joining the program became employed in Air Conditioning and Refrigeration while still in the program. o All 10 reported learning new skills to improve their position at their existing company o 5 reported a pay increase as a result of completing the program o 1 student was waiting on an offer from another company that would result in a pay increase ? 5 program completers unemployed in the</p>	<p>Use of Results : The exit interviews will continue. The Air Conditioning and Refrigeration Program will continue to improve its method of communication with students while they are in the program. Surveys and appointments for surveys will be requested as part of the course introduction each semester. A color coded file system will identify when students plan to complete the program so exit interviews can be planned and students properly counseled into the work place. (09/29/2014)</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

industry before joining the program became employed in Air Conditioning and Refrigeration upon completion of the program

? 1 program completers unemployed in the industry before joining the program and still unemployed in Air Conditioning and Refrigeration upon completion of the program was still actively looking for work

Summary:

? 100% of those interviewed that were employed when joining the program learned new skills and reported a pay increase as a result of completing the program

? 94% of those interviewed that were unemployed when joining the program reported employment during or after completing the program.

? 24% of the program completers were unavailable or chose not to be interviewed for this survey

(09/29/2014)

Summary of Data Collection Period: 2007-08

Summary of Data Type: Criterion Not Met

This summary indicates the response of the program completers that were contacted: 52 Criterion (1) 16 students were not employed in the field when entering the program. At the time of the survey, 10 program completers reported employment in the HVAC field As a result of their educational experience.63% Criterion (2) 36 students were employed in the field when entering the program. At the time of the survey. Criterion (3)23 or 64% received a pay increase. Criterion(4) 32 or 89%Learned new skills to improve their position Criterion (5)12 or 33%Learned new skills to change jobs 1

Use of Results Date Use of Results

11/5/2007 The AIRC has worked closely with Mt SACs Job Development Department to establish work experience agreements with two major employing contractors: Source Refrigeration in Anahiem, Trane in City of Industry, and Ontario Refrigeration in Ontario.

(09/03/2007)

Use of Results : 4/4/2007 The survey was more extensive than the means of assessment shows. The raw data indicate numerous flaws inthe distribution process. The raw data indicated numerous flaws in the distribution process As a result, PIE Goal 4a-2 is to develop a more reliable means to assess student placement. This will include working with Research and Development to focus the survey instrument and place the distribution process in Research and Development by May 2007. 8/10/2006 . The raw data continues to indicated numerous flaws in the distribution process PIE Goal 4a-2 continues to be to develop a more reliable means to assess student placement. This will include working with Research and Development to focus the

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

survey instrument and place the distribution process in Research and Development by May 2007. (07/27/2010)

Summary of Data Collection Period: 2006-07
Summary of Data Type: Criterion Not Met
Based on the students contacted for this survey, job placement was below expectations. This severe summary indicates the response of the 102 program completers that were contacted. 55% reported employment in the HVAC field As a result of their educational experience 75% received a pay increase 89%Learned new skills to improve their position 55%Learned new skills to change jobs (04/04/2007)

Use of Results : The AIRC has worked closely with Mt SACs Job Development Department to establish work experience agreements with two major employing contractors: Source Refrigeration in Anahiem, Trane in City of Industry, and Ontario Refrigeration in Ontario. (11/05/2007)

Refrigerant handling - Properly handle refrigerants based on Section 608 of the clean air act.

Start Date (Optional): 06/30/2015
End Date (Optional): 06/30/2016

Evaluation of air conditioning and refrigeration systems - Evaluate, troubleshoot, and modify the electrical, mechanical and air side operation of an air conditioning or refrigeration system.

Start Date (Optional): 06/29/2015
End Date (Optional): 06/30/2016

Refrigeration equipment selection - Select equipment and components for commercial refrigeration systems.

Start Date (Optional): 06/30/2015
End Date (Optional): 06/30/2016

Air conditioning equipment selection - Perform a residential heat load

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

calculation, select the equipment,
and size the ductwork based on
ACCA's Manual J8 and Manual D.

Start Date (Optional): 06/29/2015

End Date (Optional): 06/30/2016

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Air Conditioning /Ref Certificate: Building Automation - T0309

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical Competence - Program completers will be able to:</p> <ol style="list-style-type: none"> 1. Identify the startup and operational sequence of a chiller plant. 2. Understand the purpose and Function of chiller plant economizers 3. Demostrate the use and application of controlled devices 4. Develop programming strategies for a chiller plant 5. Evaluate the energy usage of a multi story commercial building 			
<p>Employment - Certificate completers will be employed or seeking employment in their field or related field</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of survey responders will indicate they are employed or are seeking employment in the field or in a related field</p>		
<p>BA Cert T0309 - Program completers will properly handle refrigerants</p>	<p>Other - Students will recover and handle refrigerants based on Section 608 of the Clean Air Act Criteria for Success: 75% of completers will be able to select appropriate equipment and safely recover refrigerant into approved containers in accordance with Section 608. Schedule: End of program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 97% of course completers received an average score of 80%, with no lower than 72% in any subcategory, on the section 608 EPA refrigerant handling exam. (06/19/2012)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess another program outcome (06/19/2012)</p>

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Air Conditioning /Ref Degree: AS - Air Conditioning and Refrigeration - S0909

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Students will be technically proficient - As a result of their experience in the program, students will be able to:</p> <ol style="list-style-type: none"> 1. Properly handle refrigerants based on Section 608 of the clean air act. 2. Evaluate the mechanical performance of an air conditioning system based on condensing temperature, evaporating temperature, superheat, and subcooling. 3. Successfully wire a five ton air conditioning system. 4. Properly measure air flow based on external static pressure. 5. Perform a residential heat load calculation based on ACCA's manual J8. 6. Evaluate the installation of a residential furnace based on the current Uniform Mechanical Code. 7. Select equipment and components for a medium temperature walk-in refrigeration system. 8. Program completers will monitor proper phasing for 3 phase power 9. Modify or improve the performance of a refrigeration or air conditioning system. 	<p>Standardized Test - At the end of their final term, 80% of the AIRC program completers will successfully pass the Air Conditioning and Refrigeration Industry Competency Exam (ICE) 80% of the AIRC program completers will successfully pass the Air Conditioning and Refrigeration Industry Competency Exam (ICE)with a total score of 70% with no less than 50% in any subcategory. ICE categories will be limited to either commercial refrigeration or commercial air conditioning Y</p> <p>Criteria for Success: 80% of the AIRC program completers will successfully pass the Air Copnditioning and Refrigeratrion Industry Competency Exam (ICE)with a total score of 70% with no less than 50% in any subcategory. ICE categories will be limited to either commercial refrigeration or commercial air conditioning</p>	<p>Summary of Data Collection Period: 2007-08 Summary of Data Type: Criterion Not Met This summary indicates the response of the program completers that were contacted: 52 Criterion (1) 16 students were not employed in the field when entering the program. At the time of the survey, 10 program completers reported employment in the HVAC field As a result of their educational experience.63% Criterion (2) 36 students were employed in the field when entering the program. At the time of the survey. Criterion (3)23 or 64% received a pay increase. Criterion(4) 32 or 89%Learned new skills to improve their position Criterion (5)12 or 33%Learned new skills to change jobs (09/03/2007)</p>	<p>Use of Results : The AIRC has worked closely with Mt SACs Job Development Department to establish work experience agreements with two major employing contractors: Source Refrigeration in Anahiem, Trane in City of Industry, and Ontario Refrigeration in Ontario. (11/07/2007)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employed in area of study - Program completers will be employed or seeking employment in their area or a related area</p>	<p>Survey - Program completers will report employment in the field of Air Conditioning and Refrigeration based on the AIRC Student Employment Survey.</p> <p>Criteria for Success: AIRC program completers NOT employed in the HVAC&R when joining the program: 60% will report employment in the field of Air Conditioning or Refrigeration. AIRC program completers EMPLOYED when joining the program: 70% will report a pay increase 80% will report new skills to improve their position in their existing company 55% will report new skills to change jobs</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Not Met This summary indicates the response of the program completers that were contacted: 52 Criterion (1) 16 students were not employed in the field when entering the program. At the time of the survey, 10 program completers reported employment in the HVAC field As a result of their educational experience.63% Criterion (2) 36 students were employed in the field when entering the program. At the time of the survey. Criterion (3)23 or 64% received a pay increase. Criterion(4) 32 or 89%Learned new skills to improve their position Criterion (5)12 or 33%Learned new skills to change jobs</p> <p>(09/03/2010)</p>	<p>Use of Results : The AIRC has worked closely with Mt SACs Job Development Department to establish work experience agreements with two major employing contractors: Source Refrigeration in Anahiem, Trane in City of Industry, and Ontario Refrigeration in Ontario.</p> <p>(09/03/2010)</p>

1. Assessment Plan - Four Column



Air Conditioning /Ref Degree: AS - Building Automation - S0308

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Chilled water plants - Program, flow chart, and troubleshoot the operation of a chilled water plant of a multi story commercial building.</p> <p>Start Date (Optional): 06/30/2015 End Date (Optional): 06/30/2016</p>	<p>Other - Practical exam Criteria for Success: 100% of Program completers will properly demonstrate usage and application of phase monitoring equipment based on manufacturer's procedures Schedule: End of program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students properly demonstrated usage and application of phase monitoring equipment based on manufacturer's procedures (06/19/2012)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess another program outcome (06/19/2012)</p>
<p>Building Automation usage and modification - Evaluate usage and modify the energy usage of a multi story commercial building. Start Date (Optional): 06/30/2015 End Date (Optional): 06/30/2016</p>			

1. Assessment Plan - Four Column



Aircraft Maintenance Certificate: Aircraft Powerplant Maintenance Technology - Day - T0982

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>AIRM Powerplant Cert Day T0982 - Students completing the Aircraft Powerplant program will be technically competent Start Date (Optional): 03/14/2016 End Date (Optional): 03/13/2017</p>	<p>Other - FAA Practical exam Criteria for Success: 100% of program completers will achieve a passing score on each of the sub-categories as determined by the DME</p> <hr/> <p>Standardized Test - FAA Certification exam Criteria for Success: Programs completers will pass all 17 topic modules on the FAA certification exam at a rate at or above the national norm Schedule: end of program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Although the program has 100% pass rate, students did not exceed national norm in 7 categories : turbine engines, engine inspections, fire protections, ignition systems, induction systems, cooling systems, exhaust systems (05/18/2012)</p>	<p>Use of Results : Faculty have determined that this is an issue related to a lack of state-of-the industry equipment and will bring this to the attention of advisory board, seeking donations as well as requesting new equipment through college processes. (05/18/2012)</p>

Employment - Students completing the certificate will be employed or seeking employment in the field or a related field

1. Assessment Plan - Four Column



Aircraft Maintenance Certificate: Aircraft Powerplant Maintenance Technology - Evening - T0952

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>AIRM Powerplant Cert Eve T0952 - Students completing the Aircraft Powerplant program will be technically competent</p>	<p>Other - FAA practical exam Criteria for Success: 100% of program completers will achieve a passing score on each of the sub-categories as determined by the DME</p>		
	<p>Standardized Test - FAA Certification exam Criteria for Success: Programs completers will pass all 17 topic modules on the FAA certification exam at a rate at or above the national norm Schedule: End of program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Although the program has 100% pass rate, students did not exceed national norm in 7 categories : turbine engines, engine inspections, fire protections, ignition systems, induction systems, cooling systems, exhaust systems (05/26/2012)</p>	<p>Use of Results : Faculty have determined that this is an issue related to a lack of state-of-the industry equipment and will bring this to the attention of advisory board, seeking donations as well as requesting new equipment through college processes. (05/26/2012)</p>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>			

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Aircraft Maintenance Certificate: Airframe Maintenance Technology - Day - T0991

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Standardized Test - FAA Certification Exam Criteria for Success: Program completers will pass all 17 topic modules in certification exam on the 1st attempt at a rate at or above the national norm. Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Although program had 100% pass students scored below national rate in areas of wood, aircraft coverings, sheet metal, and airframe inspections. (03/14/2016)</p>	<p>Use of Results : The department will add additional instruction in these areas and reassess test scores after 12 months. (03/14/2016) Use of Results : faculty have decided to increase emphasis in these four critical areas through rewriting lecture material and reorganizing lab projects. (05/18/2012)</p>

1. Assessment Plan - Four Column



Aircraft Maintenance Certificate: Airframe Maintenance Technology - Evening - T0981

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>AIRM AirframeCert Eve T0981 - Students completing the Airframe Maintenance program will be technically competent</p>	<p>Other - FAA practical exam Criteria for Success: 100% of program completers will achieve a passing score on each of the sub-categories as determined by the DME</p> <hr/> <p>Standardized Test - FAA Certification exam Criteria for Success: Program completers will pass all 17 topic modules in certification exam on the 1st attempt at a rate at or above the national norm. Schedule: End of program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Although program had 100% pass students scored below national rate in areas of wood, aircraft coverings, sheet metal, and airframe inspections. (05/26/2012)</p>	<p>Use of Results : Faculty have decided to increase emphasis in these four critical areas through rewriting lecture material and reorganizing lab projects. (05/26/2012)</p>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>			

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Aircraft Maintenance Degree: AS - Airframe and Aircraft Powerplant Maint Tech - Day - S0911

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>AIRM AS Day S0911 - Graduates of The Airframe and Aircraft Powerplant program will be technically competent</p>	<p>Standardized Test - FAA certification test Criteria for Success: Program completers will pass all 17 topic modules in certification exam on the 1st attempt at a rate at or above the national norm. Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Although the program has 100% pass rate, students did not exceed national norm in 7 categories : turbine engines, engine inspections, fire protections, ignition systems, induction systems, cooling systems, exhaust systems (05/26/2012)</p>	<p>Use of Results : Faculty have determined that this is an issue related to a lack of state-of-the industry equipment and will bring this to the attention of advisory board, seeking donations as well as requesting new equipment through college processes. (05/26/2012)</p>
		<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Not Met Although program had 100% pass students scored below national rate in areas of wood, aircraft coverings, sheet metal, and airframe inspections. (08/30/2010)</p>	<p>Use of Results : The department will add additional lecture and lab emphasis in the affected areas. (03/14/2016) Follow-Up: Review FAA norms report for comparison. (03/17/2017) Use of Results : Faculty have decided to increase emphasis in these four critical areas through rewriting lecture material and reorganizing lab projects. (05/26/2012)</p>
<p>Graduate Employment - Graduates of the Airframe and Aircraft Powerplant Maint Technology program will be employed in the field</p>	<p>Survey - Dept generated survey administered and tallied by an outside agency Criteria for Success: 70% of students surveyed will be actively employed in the field</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 100% of program graduates surveyed are employed in the field (08/30/2010)</p>	<p>Use of Results : Program is pleased with the results and will continue to collect program graduate employment data (08/30/2010)</p>

1. Assessment Plan - Four Column



Aircraft Maintenance Degree: AS - Airframe and Aircraft Powerplant Maint Tech - Evening - S0951

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>AIRM AS Eve S0951 - Graduates of The Airframe and Aircraft Powerplant program will be technically competent</p>	<p>Standardized Test - FAA certification test Criteria for Success: Program completers will pass all 17 topic modules in certification exam on the 1st attempt at a rate at or above the national norm. Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Although program had 100% pass students scored below national rate in areas of wood, aircraft coverings, sheet metal, and airframe inspections. (05/26/2012)</p>	<p>Use of Results : Faculty have decided to increase emphasis in these four critical areas through rewriting lecture material and reorganizing lab projects. (05/26/2012)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Although the program has 100% pass rate, students did not exceed national norm in 7 categories : turbine engines, engine inspections, fire protections, ignition systems, induction systems, cooling systems, exhaust systems (05/26/2012)</p>	<p>Use of Results : Faculty have determined that this is an issue related to a lack of state-of-the industry equipment and will bring this to the attention of advisory board, seeking donations as well as requesting new equipment through college processes. (05/26/2012)</p>
<p>Graduate Employment - Graduates of the Airframe and Aircraft Powerplant Maint Technology program will be employed in the field</p>	<p>Survey - Dept generated survey administered and tallied by an outside agency Criteria for Success: 70% of program graduates will be employed in the field</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 100% of program graduates surveyed are employed in the field (08/30/2010)</p>	<p>Use of Results : Program is pleased with results and will continue to track graduate employment data (08/30/2010)</p>

1. Assessment Plan - Four Column



Alcohol and Drug Counseling Certificate: Alcohol Drug Counseling - T2101

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical Competency - Students completing certificate will be technically competent to safely practice as an entry-level alcohol & drug counselor.</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students will be employed or seeking employment in the field or a related field.</p>		
<p>Ethical competence - Students completing the certificate will demonstrate an understanding of ethical & legal requirements for alcohol & drug counselors.</p>	<p>Survey - Survey - Dept generated employer survey Criteria for Success: Assessment Method Criterion 70 percent of employers surveyed will indicate satisfaction with Mt Sac recent graduates' charting skills as indicated by a rating of meets or exceeds the standard on questions A-E Schedule: End of Semester</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met Of 17 respondents, 97 % indicated students meet or exceed the standard on questions to A-E (11/29/2010)</p>	<p>Use of Results : Program is pleased with the results but notes the answers to questions dealing with computer literacy indicate computer skills are highly necessary and that new staff should have them. Program will modify the Student Handbook to include recommendation to take computer keyboarding course for those students who are not technically proficient. Program will also consider modifying AD 10 to include keyboarding component. (11/29/2010)</p>
<p>ADCert T2101 - Students will demonstrate the ability to apply theoretical and practical knowledge in the core competencies of alcohol & drug counselors.</p>	<p>Other - Scoring rubric Criteria for Success: 85% of students will score 75% or higher on a rubric designed by Alcohol and Drug faculty to measure accuracy treatment plans with behavioral objectives. Assessed by professor. Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met 87% of students created accurate treatment plans with behavioral objectives. (04/18/2014)</p>	<p>Use of Results : Dept will look at raising the threshold to 80% and reevaluate the scoring rubric. (04/18/2014)</p>

Professional Development - Students completing the certificate/associates degree program will demonstrate the ability to develop and achieve entry-level professional goals.

Skills Competency - Students completing the certificate/associates degree program will demonstrate competency in basic counseling skills commensurate with an entry level practitioner in the addictions counseling field.

Behavioral Health - Students completing the certificate/associates degree program will demonstrate the ability to assess, intervene, and refer clients with co-occurring mental health and substance abuse disorder to appropriate resources.

Documentation and Treatment Plan Development - Students completing the certificate/associates degree program will demonstrate the ability to prepare and develop professional treatment plans and other clinical documentation.

1. Assessment Plan - Four Column



Alcohol and Drug Counseling Degree: AS - Alcohol/Drug Counseling - S2101

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>AD Associate's Degree Graduates - Students will demonstrate the ability to apply theoretical and practical knowledge in the core competencies of alcohol & drug counselors</p>	<p>Survey - Dept generated employer survey Criteria for Success: 70 percent of employers surveyed will indicate satisfaction with Mt Sac recent graduates' charting skills as indicated by a rating of meets or exceeds the standard on questions A-E Schedule: End of the spring semester</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met Of 17 respondents, 97 % indicated students meet or exceed the standard on questions to A-E (11/29/2010)</p>	<p>Use of Results : Program is pleased with the results but notes the answers to questions dealing with computer literacy indicate computer skills are highly necessary and that new staff should have them. Program will modify the Student Handbook to include recommendation to take computer keyboarding course for those students who are not technically proficient. Program will also consider modifying AD 10 to include keyboarding component. (11/29/2010)</p>
<p>Technical Competency - Students completing certificate will be technically competent to safely practice as an entry-level alcohol & drug counselor.</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>AD AS S2101 - Students completing the certificate/associates degree program will demonstrate the ability to develop and achieve entry-level professional goals.</p>	<p>Other - rubric Criteria for Success: 85% of students will score 75% or higher on a rubric designed by Alcohol and Drug faculty to measure accuracy treatment plans with behavioral objectives. Assessed by professor. Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met 87% of students scored 75% or higher on accuracy treatment plans with behavioral objectives. (04/18/2014)</p>	<p>Use of Results : Dept will consider raising the threshold to 80% and re-evalaute the rubric (04/18/2014)</p>

Ethical competence - Students completing the certificate will demonstrate an understanding of ethical & legal requirements for alcohol & drug counselors.

Skills Competency - Students completing the certificate/associates degree program will demonstrate competency in basic counseling skills commensurate with an entry level practitioner in the addictions counseling field.

Behavioral Health - Students completing the certificate/associates degree program will demonstrate the ability to assess, intervene, and refer clients with co-occurring mental health and substance abuse disorder to appropriate resources.

Documentation and Treatment Plan Development - Students completing the certificate/associates degree program will demonstrate the ability to prepare and develop professional treatment plans and other clinical documentation.

1. Assessment Plan - Four Column



Architecture Certificate: Architectural Technology - Design Concentration Level II - T0205

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Certificate holders will be employed or actively seeking employment in the field or a related field</p>	<p>Survey - Graduate Surveys Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technical Competence - Certificate holders will be technically competent</p>			
<p>Arch Cert Level 2-T0205 - Students will incorporate basic principles of layout and typography in architectural presentations</p>	<p>Portfolio - Student portfolio will be assessed according to faculty developed rubric Criterion: Criteria for Success: 70% of students will attain a score of 70% or better Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 72% of the students reviewed received a score of 70% or above based on a faculty developed rubric (03/26/2016)</p>	<p>Use of Results : faculty are pleased with outcome and will move on to assess other outcomes (03/26/2016)</p>

1. Assessment Plan - Four Column



Architecture Certificate: Architectural Technology - Design Concentration Level III - T0206

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Certificate holders will be employed or actively seeking employment in the field or a related field</p>	<p>Survey - Graduate surveys Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technical competence - Certificate holders will be technically competent</p>			
<p>Arch Cert Level 3 T0206 - Students will present and evaluate the pros and cons of particular architectural design alternative solution.</p>	<p>Other - Architectural presentation verbally with 2-d graphics and/or 3-d models, evaluated by faculty</p> <p>Criteria for Success: 70 % of students will achieve 75% or better in each of the rated criteria. Schedule: End of Program</p>		
<p>Design Concentration Level 3 Cert T0206 - Students will be able to synthesize preliminary design alternatives into one well-presented final architectural design solution</p>	<p>Other - Architectural presentation verbally with 2-d graphics and/or 3-d models, evaluated by faculty</p> <p>Criteria for Success: 70 % of students will achieve 75% or better in each of the rated criteria.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Not Met 50% of students could successfully evaluate design alternatives according to appropriate interior function and clearances for residential building types. (03/11/2013)</p>	<p>Use of Results : Curriculum will be reviewed to incorporate more exercises in prerequisite courses on integration of functional layouts in building design. (03/11/2013)</p>

1. Assessment Plan - Four Column



Architecture Certificate: Architectural Technology - Level I - T0291

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Certificate holders will be employed or actively seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technical Competence - Certificate holders will be technically competent</p>			
<p>Arch Cert Level 1 T0291 - Program completers will successfully execute orthographic and 3D drawing projections</p>	<p>Portfolio - Student portfolio will be assessed according to faculty developed rubric. Criteria for Success: 70% of students will attain a score of 70% or better Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Students were evaluated on floor plans, elevations, and sections (orthogonal), isometric, axonometric, one and two point perspective. Students surpassed assessment except for 2 -point perspective. (05/29/2012)</p>	<p>Use of Results : Class demo and additional exercise added to curriculum on 2-pt perspective. (05/29/2012)</p>

1. Assessment Plan - Four Column



Architecture Certificate: Architectural Technology - Technology Concentration Level II - T0203

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Certificate holders will be employed or actively seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technical Competence - Certificate holders will be technically competent</p>			
<p>Arch Cert Lev2TO203 - Students will be able to determine the applicable current building and zoning code titles/editions for any given location.</p>	<p>Other - Written report based on department guidelines Criteria for Success: 70% of students will attain a score of 70% or better as assessed by program faculty Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met At the end of Spring 2011, out of 13 remaining students enrolled, 10 (or 76.9 %) received a score of 70% or better in the R-1 research report. Compare to Spring 2010, the data indicated a drop in the percentage of satisfactory SLO out of this group of students. Although the faculty has some idea in why the 3 students who did not achieve the 70% score, the group as a whole met the pre-established SLO criterion. (05/29/2012)</p>	<p>Use of Results : Dept will move on to assess another program SLO (05/29/2012)</p>
<p>3. Arch Cert Lev2TO203 - Program completers will successfully execute orthographic and 3D drawing projections Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Architecture Certificate: Architectural Technology - Technology Concentration Level III - T0204

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Certificate holders will be employed or actively seeking employment in the field or a related field Outcome Status: Active</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technical competence - Certificate holders will be technically competent Outcome Status: Active</p>			
<p>ARch Cert Level 3 T0204 - Program completers will successfully execute orthographic and 3D drawing projections Outcome Status: Active</p>	<p>Portfolio - Electronic portfolio (video files) review by faculty based on department established evaluation rubric Criteria for Success: 70% of students will achieve a score of 75% or better on each of the criteria Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Out of the remaining "Active" students at the end of Fall 2011, 100% achieved a score of 75% or better on each of the criteria. If students who were still on the role but not active were counted, the Percentage was 50%. (05/29/2012)</p>	<p>Use of Results : The SLO of those who complete met the criteria but too many (50%) did not complete for various reasons (or excuses). While the faculty has some idea on why some of the students did not finish the Electronic Portfolio, efforts are needed (and will be made) to further motivate enrolled students to complete the work despite difficulties in time management and other personal priority issues. (05/29/2012)</p>

1. Assessment Plan - Four Column



Architecture Certificate: Construction Inspection - L0920

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technically competent - Students completing the certificate will be technically competent</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met At the end of the Spring semester 2015, the results of the course inbeded final exam of the INSP 87 course showed that 11 of the 13 remaining students (84.6%) obtained a final score of 70% of higher and 10 of the 13 remaining students (76.9%) achieved a final score of 75% or higher. (06/13/2015)</p>	<p>Use of Results : The final score at the end of Spring 2015 indicated that the criteria were met for the 2 SLO for INSP 87 course. Considerations may be made to either add additional SLO or improve the standards of the criteria of the 2 existing SLO. (06/13/2015)</p>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students will be employed or seeking employment in the field or a related field.</p>		

1. Assessment Plan - Four Column



Architecture Degree: AS - Architectural Tech - Design Concentration - S0207

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Transfer - Program completers will successfully transfer to a four year university in a related major</p>	<p>Survey - Graduate survey developed with institutional research office. Criteria for Success: 90% of program completers will indicate they have transferred to a university program in Architecture or related field.</p>		
<p>Employment - Program completers will be employed or seeking employment in the field or in a related area</p>	<p>Graduate survey Criteria for Success: 90% of graduates surveyed will indicate they are employed or actively seeking employment in the field or in a related field.</p>	<p>Summary of Data Collection Period: 2007-08 Summary of Data Type: Criterion Not Met ? A majority reported they were not currently seeking employment in the field. ? Percentage that reported that classes did not help them find employment match percentage not seeking employment. ? Half the students responded they learned skills to improve their current position. (03/09/2008)</p>	<p>Use of Results : Need additional data to track non-employment seeking (transfer) students. . (09/09/2008)</p>
<p>Arch AS S0207 - ARCH 29-b : Students will present and evaluate the pros and cons of particular architectural design alternative solution.</p>	<p>Other - Architectural presentation verbally with 2-d graphics and/or 3-d models, evaluated by faculty Criteria for Success: 70 % of students will achieve 75% or better in each of the rated criteria. Schedule: End of Program</p>		

1. Assessment Plan - Four Column



Architecture Degree: AS - Architectural Technology - Tech Concentration - S0201

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Transfer - Program completers will transfer to a 4 year university in a related major</p>	<p>Survey - Graduate survey Criteria for Success: 90% of program completers responding to graduate survey will indicate they have transferred or are planning to transfer</p>		
<p>Employment - Program completers will be employed or seeking employment in the field or in a related field</p>	<p>Survey - Graduate survey Criteria for Success: 90% of program completers responding to the graduate survey will indicate they are employed or seeking employment in the field or a related field</p>		
<p>Arch AS S0201 - Students will create design development and working drawing sets reflecting refined job skills in architectural CAD.</p>	<p>Other - Student portfolio will be assessed according to faculty developed rubric Criterion: Criteria for Success: 70% of students will attain a score of 70% or better Schedule: End of Program</p>		
<p>Technology Concentration S0201 - Students will be able to use common and architectural software for detailed 3-D computer-simulated models (both interior and exterior).</p>	<p>Portfolio - Student portfolio will be assessed according to faculty developed rubric. Criteria for Success: 70% of students will attain a score of 70% or better</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Out of the 10 students who finished the course in Fall 2011, all 10 (100%) received a portfolio score of 70% or better. (03/11/2013)</p>	<p>Use of Results : Faculty members are pleased with results (03/11/2013)</p>

1. Assessment Plan - Four Column



Architecture Degree: AS - Construction Inspection - S0920

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technically competent - Program completers will be tehcnically competent</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met At the end of the Spring semester 2015, the results of the course inbeded final exam of the INSP 87 course showed that 11 of the 13 remaining students (84.6%) obtained a final score of 70% of higher and 10 of the 13 remaining students (76.9%) achieved a final score of 75% or higher. (06/13/2015)</p>	<p>Use of Results : The final score at the end of Spring 2015 indicated that the criteria were met for the 2 SLO for INSP 87 course. Considerations may be made to either add additional SLO or improve the standards of the criteria of the 2 existing SLO. (06/13/2015)</p>
<p>Employment - Program completers will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		

1. Assessment Plan - Four Column



Certificate: Accounting - Bookkeeping - E0504

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 72 - SLO 1 - I am able to explain the concept of double-entry accounting within the categories of asset, liability, owner's equity, revenue and expense account</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>92.3% of course completers who completed the SLO assessment tool scored 3 or above. (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>96.84% of 153 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (09/11/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (09/11/2012)</p>
<p>BUSA 75 - SLO 1 - I am able to use computerized accounting software to process accounting transactions</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>92.3% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>91.14% of 144 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (09/11/2012)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (09/11/2012)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 72 - SLO 2 - I am able to analyze business transactions, and journalize and post transactions to ledger accounts</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>92.3% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p> <hr/> <p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of 158 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (09/11/2012)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (09/11/2012)</p>

1. Assessment Plan - Four Column



Certificate: Accounting - Computerized - L0503

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 75 - SLO 2 - I am able to process collections from customers and update accounts receivable. Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 92.3% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
<p>BUSA 75- SLO 3 - I am able to prepare financial statements Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 92.3% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 97.54% of 198 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (09/11/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (09/11/2012)</p>
<p>BUSA 76 - SLO 1 - I am able to solve managerial accounting problems with Excel software Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above,</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
	<p>indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 92.61% of 188 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (09/11/2012)</p>	<p>appropriateness and rigor. (05/27/2016)</p> <hr/> <p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (09/11/2012)</p>

1. Assessment Plan - Four Column



Certificate: Accounting - Financial Planning - L0599

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7 - SLO 3 - I am able to utilize accounting information including financial statements to perform financial statement analysis</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>98.2% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
<p>BUSA 71 - SLO 1 - I am able to develop a personal definition of financial success</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>97.79% of 266 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (09/11/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (09/11/2012)</p>
<p>BUSA 71- SLO 2 - I know how to evaluate my own personal spending patterns and create my own personal budgets</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above,</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
	<p>indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94.49% of 257 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (09/11/2012)</p>	<p>appropriateness and rigor. (05/27/2016)</p> <hr/> <p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (09/11/2012)</p>

1. Assessment Plan - Four Column



Certificate: Accounting - Managerial - L0533

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 8 - SLO 1 - I am able to explain the role of the managerial accountant and describe the uses of managerial accounting information</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor (05/27/2016)</p>
<p>BUSA 8- SLO 2 - I am able to distinguish between product and period costs and explain which of these costs are shown on the balance sheet and which costs are shown on the income statement</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>96.3% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor (05/27/2016)</p>
<p>BUSA 8 - SLO 3 - I am able to describe a job order cost accounting system and explain how manufacturing costs flow through the inventory accounts of the balance sheet and move onto the income statement</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above,</p>	<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>97.55% of 239 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (09/11/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (09/11/2012)</p>
<p>BUSA 8 - SLO 3 - I am able to describe a job order cost accounting system and explain how manufacturing costs flow through the inventory accounts of the balance sheet and move onto the income statement</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above,</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
Start Date (Optional): 10/10/2014	indicating that they agree or strongly agree that they possess the stated skill or ability.	<hr/> Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 93.47% of 229 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (09/11/2012)	appropriateness and rigor (05/27/2016) Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (09/11/2012)

1. Assessment Plan - Four Column



Certificate: Accounting - Payroll - E0505

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 70 - SLO 1 - I am able to identify payroll records required by the employer in preparation for filing tax forms for Social Security, federal and state income tax, state disability benefits, and federal and state unemployment</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>95.96% of 214 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (09/11/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (09/11/2012)</p>
<p>BUSM 70 - SLO 2 - I am able to calculate wages and withholding amounts in payroll problems</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>87.89% of 196 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (09/11/2012)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (09/11/2012)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 70 - SLO 3 - I am able to assemble payroll record keeping requirements for employers under current state and federal laws</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p> <hr/> <p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>98.21% of 219 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (09/11/2012)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor (05/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (09/11/2012)</p>

1. Assessment Plan - Four Column



Certificate: Accounting - T0502

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7- SLO 2 - I am able to analyze and record transactions, using a journal and a ledger, of varying degrees of difficulty including adjusting, and closing entries</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>98.2% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>97.27% of 392 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (09/11/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (09/11/2012)</p>
<p>BUSA 52 - SLO 3 - I am able to interpret accounting statements</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>94.54% of 381 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (09/11/2012)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (09/11/2012)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 8 - SLO 1 - I am able to explain the role of the managerial accountant and describe the uses of managerial accounting information</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p> <hr/> <p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>99.50% of 401 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (09/11/2012)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (09/11/2012)</p>

1. Assessment Plan - Four Column



Certificate: Administrative Assistant - Level I - E0516

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Keyboarding - Students completing the Administrative Assistant - Level I Certificate (E0516) will be able to touch type effectively.</p> <p>Start Date (Optional): 03/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Each instructor will give the keyboarding timing tests.</p> <p>Criteria for Success: 70% of the student's earning this certificate will achieve a score of 30 wpm with a maximum of 3 errors on a 3 minuted timed writing assessed by an electronic timed writing program.</p> <p>Schedule: Each faculty member teaching this course will administer these timed writings every other Spring semester.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met Based on the results, the evaluation showed that 78% of the students who took the 3- minute timing passed it with 30 wpm or more. (03/18/2011)</p>	<p>Use of Results : Will reassess to see if there is a fluctuation in data before increasing standards. (03/18/2011)</p>
<p>Excel Formulas/Functions - Students completing the Administrative Assistant - Level I Certificate (E0516) will be able to effectively use formulas and functions in worksheets.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - A random sample of a standardized assignment will be pulled and evaluated from the various sections of CISB15 to determine students proficiency in word processing.</p> <p>Criteria for Success: At least 70% of students evaluated will receive 70% or above based on a standardized</p>	<p>Summary of Data Collection Period: 2008-09 Summary of Data Type: Criterion Met 92% of students rate 88% or better from fall 2008 to spring 2009 on writing a computer security report with Microsoft Word features. (03/18/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance at this time. Will reassess for possible fluctuation in data before considering increasing the standard. (03/18/2011)</p>
<p>Word processing skills - Students completing the Administrative Assistant - Level I certificate (E0516) will be able to use Microsoft Word to create professional looking report.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - A random sample of a standardized assignment will be pulled and evaluated from the various sections of CISB15 to determine students proficiency in word processing.</p> <p>Criteria for Success: At least 70% of students evaluated will receive 70% or above based on a standardized</p>	<p>Summary of Data Collection Period: 2008-09 Summary of Data Type: Criterion Met 92% of students rate 88% or better from fall 2008 to spring 2009 on writing a computer security report with Microsoft Word features. (03/18/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance at this time. Will reassess for possible fluctuation in data before considering increasing the standard. (03/18/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
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rubric used for evaluation of student's work.

Schedule: This course outcome will be assessed fall and spring semester every other academic year.

1. Assessment Plan - Four Column



Certificate: Administrative Assistant - Level II - L0594

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Word Processing proficiency - Students completing the Administrative Assistant - Level 2 Certificate (L0594) will be proficient in the use of a word processing software application.</p> <p>Start Date (Optional): 03/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Completion of Final Exam</p> <p>Criteria for Success: 70% of students will score at least 70% on a combined objective and comprehensive, hands-on final exam developed and administered by the instructor, to test a variety of word processing skills.</p> <p>Schedule: Every other year during the fall semester.</p>	<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>80.6% of students achieved a score of 70% or better (≥ 42 points) on first production test, which examines use of basic Word formatting skills. (03/18/2011)</p>	<p>Use of Results : Will continue to evaluate student success in achieving a score of 70% or better. If % continues to exceed the expected 70%, an alternate student outcome may be assessed or the expectation may be increased. (03/18/2011)</p>
<p>Keyboarding proficiency - Students completing the Administrative Assistant - Level 2 Certificate (L0594) will be able to demonstrate the ability to keyboard at the rate of at least 40 words per minute on a 5-minute timed writing with 5 errors or less.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Students will demonstrate competency by taking a 5-minute timed writing using an electronic timed writing program approved by the CISI 12 faculty.</p> <p>Criteria for Success: 70% of the CISI 12 students will be able to keyboard at the rate of 40 words a minute or faster on a 5-minute timed writing with 5 errors or less.</p> <p>Schedule: Outcome will be assessed every other spring semester</p>		

1. Assessment Plan - Four Column



Certificate: Administrative Assistant - Level III - T0517

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Visual presentation - Students completing the Administrative Assistant - Level 3 Certificate (T0517) will be able to design and create visual presentations utilizing desktop presentation software (i.e. Power Point).</p> <p>Start Date (Optional): 03/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Final visual and oral presentation</p> <p>Criteria for Success: 70% of students will score at least 70% on a 100 point scale rubric developed by the department faculty.</p> <p>Schedule: Every other year during the fall semester.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met</p> <p>80.5% of CISB 51 students achieved a score of 70% or better on an assigned project that requires the use of various presentation elements (i.e. text, graphic objects, design theme, slide transition, and object animation). (03/18/2011)</p>	<p>Use of Results : Will continue to evaluate student success in achieving a score of 70% or better. If % continues to exceed the expected 70%, an alternate student outcome may be assessed or the expectation may be increased. (03/18/2011)</p>
<p>Desktop publishing - Students completing the Administrative Assistant - Level III Certificate (T0517) will demonstrate ability to effectively produce a variety of professional-looking business publications (at least five)--i.e. newsletter, flyer, brochure, letterhead, business card, event program, etc.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Portfolio - Students will compile a portfolio containing final versions of a variety of professional-looking business publications (at least five)-- i.e. newsletter, flyer, brochure, letterhead, business card, event program, etc.-- which they will have created throughout the semester.</p> <p>Criteria for Success: 70% of CISB 61 students will achieve a score of 75% or better on the creation and submission of a project portfolio which will include at least five examples of professional-looking business publications created with desktop publishing software (Microsoft Publisher).</p> <p>Schedule: This outcome will be assessed every other spring semester.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met</p> <p>62% of CISB 61 students achieved a score of 75% or better on the creation and submission of a project portfolio which included at least five examples of professional-looking business publications created with desktop publishing software (Microsoft Publisher). (03/18/2011)</p>	<p>Use of Results : As these results reflect only one semester for the updated curriculum, student results for Spring 2011 will be assessed and evaluated. Adjustments to course content will be considered after more results are available. (03/18/2011)</p>

1. Assessment Plan - Four Column



Certificate: Animation - 3D and CG Gaming - T0302

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Digital Portfolio - Students will create a digital animation portfolio demonstrating skills necessary for employment in their chosen career.</p> <p>Start Date (Optional): 09/24/2010 End Date (Optional): 09/24/2011</p>	<p>Portfolio - A Digital Portfolio will be presented to the lead instructor in the program.</p> <p>Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, demonstrating a thorough knowledge and understanding of their area of concentration. A simple rubric will be used for assessment.</p> <p>Schedule: During finals</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students in spring and fall 2011 met the standard. (02/29/2012)</p>	<p>Use of Results : SLO will be repeated to ensure measurement of this important standard. (02/29/2012)</p>

1. Assessment Plan - Four Column



Certificate: Animation - Game & Multimedia Design II - L0340

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Digital Portfolio - Students will successfully create a digital portfolio representative of their skills necessary for their chosen career.</p> <p>Start Date (Optional): 09/01/2010 End Date (Optional): 12/17/2011</p>	<p>Portfolio - The portfolio will be evaluated by the instructor of record using a simple rubric for assessment.</p> <p>Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, showcasing a professional digital portfolio that is targeting a specific audience.</p> <p>Schedule: During finals</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>82% of students surveyed demonstrated the ability to construct a professional looking digital portfolio that targets a specific audience. (03/22/2012)</p>	<p>Use of Results : Constructing a professional digital portfolio is the main objective of this course. The graphic design program will continue to monitor this learning objective. (03/22/2012)</p>

1. Assessment Plan - Four Column



Certificate: Animation - Tradigital Level II - L0338

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Portfolio - Students will successfully create a portfolio representative of their skills necessary for their chosen animation career</p> <p>Start Date (Optional): 09/01/2010 End Date (Optional): 12/17/2011</p>	<p>Portfolio - Student will present a portfolio to the instructor representing studio level work in their chosen area of emphasis in animation.</p> <p>Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, evaluated by the instructor, showcasing a professional portfolio that is targeting a specific audience. A simple rubric will be used for assessment.</p> <p>Schedule: During finals</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 82% of students surveyed demonstrated the ability to construct a professional looking digital portfolio that targets a specific audience. (03/22/2012)</p>	<p>Use of Results : Constructing a professional digital portfolio is the main objective of this course. The graphic design program will continue to monitor this learning objective. (03/22/2012)</p>

1. Assessment Plan - Four Column



Certificate: Athletic Trainer Aide I - E0802

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Injury Treatment. - Students will demonstrate proficient skill in the various tape and wrap techniques. Start Date (Optional): 10/01/2012 End Date (Optional): 10/31/2012</p>			
<p>1. Roles & Responsibilities of a school ATC - Identify daily tasks of operating an athletic training room, pre and post practice, and pre and post competition. Outcome Status: Active</p>			
<p>2. Basic Sports medicine Terminology - Create athletic injury documentation in hard copy format and on computerized injury tracking systems. Outcome Status: Active</p>			
<p>3. Universal Precautions - Recognize injuries and conditions to be treated that require protection of the health care provider, the patient and the health care facility. Outcome Status: Active</p>			
<p>4. Athletic Injury Evaluation - Apply the HOPS (History, Observation, Palpation, Special Tests) procedure during injury evaluation, under the supervision of a certified athletic trainer.</p>			

Outcome Status: Active

5. Immediate Care of Athletic Injuries & Conditions - Provide acute and sub acute care for athletic injuries and condition, including, but not limited to modalities, manual therapy and therapeutic exercise.

Outcome Status: Active

1. Assessment Plan - Four Column



Certificate: Basic Career Readiness - G5001

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Software Competency - Students enrolled in the Personal Computer Applications course will demonstrate competency in software applications.</p> <p>Start Date (Optional): 07/02/2012 End Date (Optional): 06/14/2013</p>	<p>Standardized Test - Students will demonstrate proficiency in WORD, EXCEL, or PowerPoint by completing proficiency certificates specific to the software program.</p> <p>Criteria for Success: At least 100 certificates of competency in individual software applications will be issued to ABE students enrolled in Personal Computer Applications.</p> <p>Schedule:</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met</p> <p>108 certificates of proficiency were issued during the 2015-2016 academic year. The success is attributed to adding additional classes in the afternoon and evening, providing additional instruction on how to complete test sequences, and providing help to students starting and saving tests. (06/30/2016)</p> <hr/> <p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Not Met</p> <p>During the 2012-13 school year, 90 certificates of competency for Personal computer applications were issued. This was a 12.6% decrease from the prior year when 103 certificate of software competency were issued.</p> <p>Although this was a good outcome, not as many students as hoped persisted to complete these certificates. Most likely students gained adequate competency to meet their immediate goals and left prior to earning certificates.</p> <p>The student population was different with not as many displaced workers/students enrolled. Those students were very interested in completing certificates. Thus, the focus of the ABE computer students may have been less on earning a certificate. (10/21/2013)</p>	<p>Use of Results : More focus on calling and directly discussing with students who are close to completing. Have classes coincide with specific students who need skills to complete certificates. Engage the counselor in tracking specific students who could complete proficiency certificates. (10/21/2013)</p>
<p>Career readiness skills - Students will demonstrate proficiency in work readiness skills.</p> <p>Start Date (Optional): 08/26/2013 End Date (Optional): 06/13/2014</p>	<p>Students will take a CASAS pre and post test which will show their career readiness skills.</p> <p>Criteria for Success: 75% of eligible students will get at least one gain on</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met</p> <p>There were a total of 54 students and were 47 tested. Of those 47, 46 tested twice. 22 out of the eligible 46 maxed out on their initial test and were ineligible for a gain. The</p>	<p>Use of Results : Additional tutoring and instruction by faculty will continue. Counselors, faculty, and staff will meet with students prior to second test to reinforce</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
	<p>the CASAS test. Schedule: August 2013- June 2014</p>	<p>19 (78.2%) out of the remaining 24 achieved at least one level gain.</p> <p>Faculty believe the high percentage of student gains in level were due to increased tutoring and instructional time with instructors. Those students who were unsuccessful had minimal attendance prior to taking the second test. Also, students reported not trying on the test since noncredit classes do not give grades. (08/11/2016)</p>	<p>the importance of the CASAS test as a measures career readiness. (08/11/2016)</p>

1. Assessment Plan - Four Column



Certificate: Basic Skills - I5002

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Reading Level Improvement - Students will improve in their reading level.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 01/31/2013</p>	<p>Standardized Test - Students will take a pre-test on TABE D - 9/Reading to gauge their initial test. After following a faculty prescribed learning plan, the students will retest on TABE D 10/Reading.</p> <p>Criteria for Success: Students will improve at least two reading levels.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Not Met</p> <p>Thirty-one students enrolled in the ABE lab took the reading post-test in the fall semester. The overall grade level gain was 1.56 which is approximately 1 and 1/2 grade levels.</p> <p>This gain was less than expected, although still a gain. ABE students are often transient, so their attendance can be sporadic. This will affect how fast they make a gain in reading levels. Additionally, other factors affecting the overall reading level was the population of students with limited English skills and special needs. Their gains may be slower than other students. These students, however, were part of the group assessed that resulted in an overall gain.</p> <p>Reasons that there was a gain, although small, was due to faculty's new effort to increase vocabulary in all subjects offered in the lab. Students are assigned more vocabulary lessons and given more practice in class sessions.</p> <p>Although the gain is smaller than expected, the gain is still a positive outcome. This is especially true due to the needs of ABE students. (02/18/2013)</p>	<p>Use of Results : Collecting a bigger sample of students may result in greater gains. There were more students who could have been post-tested, but with an open-entry/open-exit lab setting, this is often challenging. However, a more focused effort on post-testing students who are remediating in reading, writing and math should be a priority.</p> <p>Faculty also believe that reading levels will increase with vocabulary included into study plans and class lessons. This is something that can be easily done with independent study students because there are already modules formulated that focus on vocabulary building. And faculty have begun to integrate more vocabulary in all classes, including math, computer literacy, and writing classes. More vocabulary lessons can also be created that are contextual and relate directly to the coursework for the ASVAB, GED, etc. Faculty should refer to the common core standards when creating new vocabulary lessons.</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

This will ensure that vocabulary activities consider critical thinking and analysis skills. (02/25/2013)

Follow-Up: As part of the increase in focus on increasing vocabulary in ABE classes, there is one specific class being offered primarily to work on vocabulary. (10/21/2013)

Writing Proficiency - Students will demonstrate writing proficiency in order to enter post-secondary courses and employment.

Start Date (Optional): 08/26/2013

End Date (Optional): 06/13/2014

Other - Students will produce writing in one or more these certificate courses: Short-term review, Adult Basic Education, Basic Skills Foundation. A final writing assessment will be submitted to ABE instructors who will grade the essay using a faculty created rubric.

Criteria for Success: 80% of students will earn a pass on a faculty created writing rubric after 2 revisions.

Schedule: August 2013 - June 2014

Math competency - Students will be proficient in computation, algebra, and geometry.

Start Date (Optional): 06/03/2013

End Date (Optional): 07/01/2016

1. Assessment Plan - Four Column



Certificate: Business: Human Resource Management - Level I - E0531

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>97.50 % of course completers who completed the SLO assessment tool scored 3 or above. (04/21/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/21/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.24% of 132 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 61 - SLO 1 - I am able to apply management concepts and functions</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100.00 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>96.21% of 132 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 62 - SLO 1 - I am able to explain theory and practical application of Equal Employment Opportunity current employment laws</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100.00 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.24% of 132 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/28/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Human Resource Management - Level II - L0534

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 60 - SLO 1 - I am able to define organizational culture, socialization and mentoring Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100.00 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 99.36% of 157 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSO 25 - SLO 1 - I am able to compose an appropriate, effective letter presenting good news, bad news, sales, or persuasive content Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100.00 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 96.82% of 157 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 60 - SLO 2 - I am able to analyze social perception</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>91.11 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.36% of 157 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/28/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Human Resource Management - Level III - L0535

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 70 - SLO 1 - I am able to identify payroll records required by the employer in preparation for filing tax forms for Social Security, federal and state income tax, state disability benefits, and federal and state unemployment</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100.00 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.36% of 157 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSA 70 - SLO 2 - I am able to calculate wages and withholding amounts in payroll problems</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100.00 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>96.82% of 157 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed.</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
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(04/20/2011)

BUSA 70 - SLO 3 - I am able to assemble payroll record keeping requirements for employers under current state and federal laws
Start Date (Optional): 10/10/2014

Survey - A student survey will be conducted
Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.

Summary of Data Collection Period: 2015-16
Summary of Data Type: Criterion Met
 100.00 % of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)

Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/28/2016)

Summary of Data Collection Period: 2010-11
Summary of Data Type: Criterion Met
 99.36% of 157 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)

Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)

1. Assessment Plan - Four Column



Certificate: Business: International - Level I - E0527

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 51 - SLO 1 - I am able to identify how governments influence trade Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 90.91% of course completers who completed the SLO assessment tool scored 3 or above. (04/12/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor (04/12/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 98.06% of 103 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 97.50% of course completers who completed the SLO assessment tool scored 3 or above. (04/12/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/12/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 98.06% of 103 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSS 36 - SLO 1 - I have developed a working knowledge of marketing terminology</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above. (04/12/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>98.06% of 103 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor (04/12/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: International - Level II - L0597

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
BUSM 61 - SLO 1 - I am able to apply management concepts and functions Start Date (Optional): 10/10/2014	Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.	Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/12/2016)	Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/12/2016)
		Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 98.99% of 199 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)	Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)
BUSM 66 - SLO 1 - I am able to describe business planning for small business	Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.	Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/12/2016)	Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/12/2016)
		Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 97.49% of 199 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed.	Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSM 66 - SLO 2 - I am able to discuss the legal forms of business ownership</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>(04/20/2011)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 91.18% of course completers who completed the SLO assessment tool scored 3 or above. (04/12/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 97.25% of 199 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/12/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: International - Level III - L0528

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 52 - SLO 1 - I am able to explain how a small business can prepare to conduct export operations Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 97.71% of 218 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 52 - SLO 2 - I am able to define key international trade documentation requirements Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: AAt least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 80% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 97.25% of 218 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 52 - SLO 3 - I am able to describe types of international trade transportation intermediaries</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>86.67% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>97.25% of 218 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Management - Level I - E0525

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>97.5% of course completers who completed the SLO assessment tool scored 3 or above. (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.07% of 107 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 61 - SLO 1 - I am able to apply management concepts and functions</p> <p>Start Date (Optional): 10/14/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>96.26% of 107 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSS 36 - SLO 1 - I have developed a working knowledge of marketing terminology</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.07% of 107 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Management - Level II - L0586

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 60 - SLO 1 - I am able to define organizational culture, socialization and mentoring Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 99.36% of 157 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 60 - SLO 2 - I am able to analyze social perception Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 91.11% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 96.82% of 157 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 62 - SLO 1 - I am able to explain theory and practical application of Equal Employment Opportunity current employment laws</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 99.36% of 157 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Management - Level III - T0526

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7 - SLO 1 - I am able to describe the basic accounting system and how it is used to serve business needs Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 98.21% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 99.03% of 206 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 10 - SLO 1 - I am able to define and outline the key principles of continuous quality management Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 97.09% of 206 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 51 - SLO 1 - I am able to identify how governments influence trade</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>90.91% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.03% of 206 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Retail Management - Level I - E0500

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSO 25 - SLO 1 - I am able to compose an appropriate, effective letter presenting good news, bad news, sales, or persuasive content Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (03/19/2012)</p>
<p>BUSO 25 - SLO 2 - I am able to use informative and sales letters to convey information and influence people favorably Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 95.24% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the course interesting and inclusive of current trends and information. (03/19/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSO 25 - SLO 3 - I am able to develop and deliver a 3-5 minute presentation on a business related topic</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 95.24% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Certificate: Business: Retail Management - Level II - L0591

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 61 - SLO 1 - I am able to apply management concepts and functions Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 100% of 51 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 62 - SLO 1 - I am able to explain theory and practical application of Equal Employment Opportunity current employment laws Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 94.12% of 51 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSS 36 - SLO 1 - I have developed a working knowledge of marketing terminology</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of 51 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Retail Management - Level III - T0521

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7 - SLO 1 - I am able to describe the basic accounting system and how it is used to serve business needs Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 98.21% of course completers who completed the SLO assessment tool scored 3 (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 100% of 76 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 60 - SLO 1 - I am able to define organizational culture, socialization and mentoring</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 96.05% of 76 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSO 26 - SLO 1 - I am able to apply communication skills in simulated business situations such as conferences and business groups</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 100% of 76 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Small Business Management - Level I - E0529

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>97.50% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>99.34% of 151 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSS 36 - SLO 1 - I have developed a working knowledge of marketing terminology</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>98.01% of 151 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 66 - SLO 1 - I am able to describe business planning for small business</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>98.01% of 151 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Small Business Management - Level II - L0588

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 60 - SLO 1 - I am able to define organizational culture, socialization and mentoring Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 99.56% of 227 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 61 - SLO 1 - I am able to apply management concepts and functions Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 97.36% of 227 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 62 - SLO 1 - I am able to explain theory and practical application of Equal Employment Opportunity current employment laws</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>98.68% of 227 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Business: Small Business Management - Level III - T0590

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7 - SLO 1 - I am able to describe the basic accounting system and how it is used to serve business needs Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 98.21% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 99.61% of 254 responses scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relate to discipline, technical and human skills. (04/20/2011)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (04/20/2011)</p>
<p>BUSM 10 - SLO 1 - I am able to define and outline the key principles of continuous quality management Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 97.24% of 254 responses scored a 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the courses completed. (04/20/2011)</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (04/20/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 10 - SLO 2 - I am able to contrast quality management theory and previous management thought</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>90.91% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>98.82% of 254 responses scored a 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline. (04/20/2011)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (04/20/2011)</p>

1. Assessment Plan - Four Column



Certificate: Certified Nursing and Acute Care Nursing Assistant - K8043

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>CA State Exam - CNA - Students completing the Certified Nursing Assistant and Acute Certified Nursing Assistant Programs will pass the California State Exam for CNA.</p> <p>Start Date (Optional): 08/24/2009 End Date (Optional): 12/18/2009</p>	<p>Standardized Test - California State Exam for CNA.</p> <p>Criteria for Success: 70% of completers of each cohort will pass the examination.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met</p> <p>More than 70% of the completers of each cohort have passed during the assessment period, which have continued each term since August 2009. (10/25/2010)</p>	<p>Use of Results : We will move forward to add IHSS (In Home Support Services) and HHA (Home Health Aide) to this certificate. Current job market is stronger for HHA certificate holders than for ACNA. (03/20/2012)</p> <hr/> <p>Use of Results : No changes to the core CNA course is planned. See CNA course outcomes. (03/12/2012)</p> <hr/> <p>Use of Results : Since completers are clearly succeeding, with most cohorts showing more than 90% pass rate, we will consider an SLO focused on raising retention rates for each cohort. (10/25/2010)</p>

1. Assessment Plan - Four Column



Certificate: Children's Program Certificate: Administration - T1313

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Promoting Child Development and Learning - Students completing the Children's Program Certificate:Administration (T131) will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.</p> <p>Start Date (Optional): 08/26/2013 End Date (Optional): 06/13/2014</p>	<p>Other - Students will prepare an issue research paper related to children and families.</p> <p>Criteria for Success: 70% of students enrolled in CHLD 72 will demonstrate a score of 70% or higher on the research issue paper and oral report assignment.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 90% of students successfully planned, prepared and demonstrated a parent meeting. (03/31/2013)</p>	<p>Use of Results : Unsuccessful students need presentation skills (speech) or skills to be able to work with a team. Unsuccessful students had low attendance. (03/31/2013)</p>
<p>Building family and community relationships - Students completing the Children's Program Certificate: Administration (T131) will understand that successful programs depend upon partnerships with 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.</p>	<p>Students in CHLD 72 will plan and prepare all the components of an appropriate parent meeting that supports families. Students will present their strategies in a mock parent meeting presentation.</p> <p>Criteria for Success: 70% students will receive a grade of C or better.</p>		

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>Students create homework packs to encourage families to be children's first teachers. Kits will include activities and information for parents to participate actively with their children at home.</p> <p>Criteria for Success: 70% of students will compile appropriate materials based on the assignment criteria, write instructions for parent participation and a letter to encourage parents to maintain their role as their children's first teacher as supported by the text.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 88% of students passed with a C or better on this assignment. Unsuccessful students lack business writing skills or were unable to clearly articulate the role of the parent as the child's first teacher. (03/31/2013)</p>	<p>Use of Results : Students require better synthesizing skills, and need skills in writing communications geared for the parent audience. (03/31/2013)</p>
<p>Developing social identities in diverse societies - Students completing Certificate: Children's Program Certificate :Administration (T131) will understand theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies are employed.</p> <p>Start Date (Optional): 08/27/2012 End Date (Optional): 03/31/2013</p>	<p>Students participate in a curriculum lab and produce projects to use with children. Projects engage children to discuss racism, sexism, ableism and language bias.</p> <p>Criteria for Success: 70% of students will earn a grade of C or better on materials created in the lab and on the accompanying written reflection.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 95% of students participated and completed the assignment successfully. 90% of the reflections indicated synthesis of reading materials and appropriate application to the writing. Unsuccessful students did not have materials in a timely manner. Unsuccessful students in the written portion did not use the text information in their writing. (03/31/2013)</p>	

1. Assessment Plan - Four Column



Certificate: Children's Program Certificate: General - Level 1 - E1326

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Interpret effective teaching and care practices - Students completing the Children's Program Certificate:General-Level I (E-1326) will 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</p>			
<p>Safety regulations - Students completing the Children's Program Certificate:General-Level I (E1326) will be able to evaluate Early care and Education Program regulations, standards, policies according to Title 22 California.</p>			
<p>Promoting Child Development and Learning - Students completing the Children's Program Certificate:General-Level I will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each</p>			
<p>Observing, documenting and</p>			

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>assessing - Students completing the Children's Program Certificate:General-Level I (E-1326) will understand that child observation, documentation and other forms of assessment are central to the practices of all early childhood professionals. Students use systematic observations, documentation, and other effective assessment strategies to positively influence the development of every child.</p>	<p>Other - Curriculum Project - Design and implement developmentally appropriate curriculum for children, based on observation assessment to support their learning. Criteria for Success: Using a grading rubric 70% of students will be successful with a grade of 70% or better.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 89% of the students successfully analyzed anecdotal observations to plan curriculum with 70% or higher grade in the CHLD 5 course. (05/23/2011)</p>	<p>Use of Results : Observation is an important tool for students of Early Care and Education. Especially in this introduction course, as children observations are required assignments throughout the major of Child Development. (06/28/2011)</p>
<p>Use content knowledge to build meaningful curriculum - Students completing the Children's Program Certificate:General-Level I (E1326) will understand the importance of developmental domains and academic content areas. Students use their knowledge and other resources to design, implement, and evaluate meaningful challenging curricula and environments that promotes comprehensive developmental learning outcomes for every child. Start Date (Optional): 08/23/2010 End Date (Optional): 12/17/2010</p>	<p>Other - Curriculum Project - Design and implement developmentally appropriate curriculum for children, based on observation assessment to support their learning. Criteria for Success: Using a grading rubric 70% of students will be successful with a grade of 70% or better.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 84% successfully planned and implemented curriculum for children, based on their skills and needs. (04/01/2013)</p>	<p>Use of Results : Students need access to computers, materials and other support resources to met the timeline of the assignment. (04/01/2013)</p>
<p>Building family and community relationships - Students completing the Children's Program Certificate:General-Level I (E1326) will understand that successful programs depend upon partnerships with children's families and</p>	<p>Other - Students will prepare an issue research paper related to children and families. Criteria for Success: 70% of students enrolled in 2 sections of CHLD 1 will demonstrate a score of 70% or</p>		

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

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.

higher on the research issue paper and oral report assignment.

Becoming a Professional - Students completing the Children's Program Certificate:General-Level I (E1326) will be able to identify and conduct themselves as members of the early childhood profession. They know ethical guidelines and other professional standards related to early childhood practices. They are life-long , collaborative learners who continue to broaden their knowledge and skills, remain informed about child development issues, and are informed advocates for sound educational practices and policies.

Guidance and Discipline - Students completing the Children's Program Certificate:General-Level I (E1326) will be able to apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.

Course Embedded Test - Students will demonstrate in writing the appropriate steps of conflict resolution.
Criteria for Success: 70% will correctly address the steps to conflict resolution on the final exam

1. Assessment Plan - Four Column



Certificate: Children's Program Certificate: General - Level II - L1328

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Promoting Child Development and Learning (Copy) - Students completing the Children's Program Certificate:General-Level I will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.</p>	<p>Course Embedded Test - Students completing CHLD 84 final exam question on conflict resolution will list the appropriate steps, teacher actions and include appropriate dialogue.</p> <p>Criteria for Success: 70% of students will answer the essay question on the final exam including all components.</p>		
<p>Building family and community relationships - Students completing the Children's Program Certificate:General-Level I (E1326) will understand that successful programs depend upon partnerships with 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</p>	<p>Other - Students will prepare an issue research paper related to children and families.</p> <p>Criteria for Success: 70% of students enrolled in 2 sections of CHLD 1 will demonstrate a score of 70% or higher on the research issue paper and oral report assignment.</p>		
<p>Interpret effective teaching and care practices - Students completing the Children's Program Certificate:General-Level II (L1328) will understand and use a wide array of developmentally appropriate approaches, instructional strategies,</p>			

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>and tools to connect with children and families and positively influence each child's development and learning</p>			
<p>Safety Regulation - Students completing the Children's Program Certificate:General-Level II (L1328) will be able to evaluate Early Care and Education Program regulations, standards, policies according to Title 22 California.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 12/17/2010</p>	<p>Course Embedded Test - An exam will be given on title 22.</p> <p>Criteria for Success: 70% of students taking the exam will pass with a 70% or higher</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 83% of students enrolled passed the exam with a C or higher. (04/01/2013)</p>	<p>Use of Results : Some challenges for students is access to a computer and the internet (04/01/2013)</p> <p>Follow-Up: Due to budget restraints the Title 22 Regulations packet will no longer be given to students. It will be a Child Development Course Packet purchased at the Sac Book Rac for <u>approximately \$13 (04/01/2013)</u></p> <p>Use of Results : Title 22 is an important document for child development students. Student need to be given this document to keep children safe. (03/29/2011)</p>
<p>Promoting Child Development and Learning - Students completing the Children's Program Certificate:General-Level II (L1328) will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.</p>	<p>Course Embedded Test - An exam will be given on safety risk/hazards in the indoor and outdoor environment.</p> <p>Criteria for Success: 70% of students completing CHLD 64 - Health, Safety and Nutrition of Young Children will be able to identify health, safety, and environmental risks in children's programs in the indoor and outdoor environments will pass the exam with a 70% or higher</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 70% of the students passed the exam with a 70% or higher grade. (03/29/2011)</p>	<p>Use of Results : Learning about safety risks is important for child development students to keep children safe. (03/29/2011)</p>
<p>Observing, documenting and assessing - Students completing the Children's Program Certificate:General-Level II (L1328) will understand that child observation, documentation and</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

assessment are central to the practices of all early childhood professionals. Students use systematic observations, documentation, and other effective assessment strategies to positively influence the development of every child.

Use content knowledge to build meaningful curriculum - Students completing the Children's Program Certificate:General-Level II (L1328) will understand the importance of developmental domains and academic content areas. Students use their knowledge and other resources to design, implement, and evaluate meaningful challenging curricula and environments that promotes comprehensive developmental learning outcomes for every child.
Start Date (Optional): 08/23/2010
End Date (Optional): 12/17/2010

Other - Curriculum Project - Design and implement developmentally appropriate curriculum for children, based on observation assessment to support their learning.
Criteria for Success: Using a grading rubric 70% of students will be successful with a grade of 70% or better.

Summary of Data Collection Period: 2010-11
Summary of Data Type: Criterion Met
89% of the students successfully analyzed anecdotal observations to plan curriculum with 70% or higher grade in CHLD 5 course. (05/23/2011)

Use of Results : Observation is an important tool for students of Early Care and Education. Especially in this introduction course, as children observations are required assignments throughout the major of Child Development. (06/28/2011)

Building family and community relationships - Students completing the Children's Program Certificate:General-Level II (L1328) will understand that successful programs depend upon partnerships with 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

Becoming a Professional - Students completing the Children's Program Certificate:General-Level II (L1328) will be able to identify and conduct

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

themselves as members of the early childhood profession. They know ethical guidelines and other professional standards related to early childhood practices. They are life-long , collaborative learners who continue to broaden their knowledge and skills, remain informed about child development issues, and are informed advocates for sound educational practices and policies.

Guidance and Discipline - Students completing the Children's Program Certificate:General-Level II (L1328) will be able to apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.

Directly related to Objective

Summary of Data Collection Period: 2012-13
Summary of Data Type: Criterion Met
80% of the students correctly identified the steps to conflict resolution including appropriate teacher actions and dialogue. (03/31/2013)

Use of Results : Students who were not successful identified 5 or less steps, and did not include the appropriate dialogue. Review of the lecture/activity is necessary. A new CD may be needed. Closed caption is needed on current CD. (03/31/2013)

Building family and community relationships (Copy) - Students completing the Children's Program Certificate:General-Level II (L1328) will understand that successful programs depend upon partnerships with 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.

1. Assessment Plan - Four Column



Certificate: Children's Program Certificate: General - Level III - L1327

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Interpret effective teaching and care practices - Students completing the Children's Program Certificate:General-Level III (L1327) will 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</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 12/17/2010</p>	<p>Other - Students will research, design and demonstrate developmentally appropriate activities for enhancing the music and motor development of young preschool children.</p> <p>Criteria for Success: At least 70% of the students will be able to score a 7 or better on a faculty developed rubric. The rubric is established on a basis of 1 to 10 with 10 representing perfection.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 99% of the students passed with a 90% or higher. (03/23/2011)</p>	
<p>Promoting Child Development and Learning (Copy) - Students completing the Children's Program Certificate:General-Level I will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.</p>			
<p>Building family and community relationships (Copy) - Students completing the Children's Program Certificate:General-Level I (E1326) will understand that successful programs depend upon partnerships</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

with 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.

Safety regulations - Students completing the Children's Program Certificate:General-Level III (L1327) will be able to evaluate Early care and Education Program regulations, standards, policies according to Title 22 California.

Course Embedded Test - Standardized Title 22 exam in CHLD 5.
Criteria for Success: Students will earn a score of 70% or better.
Schedule: Every semester.

Summary of Data Collection Period: 2012-13
Summary of Data Type: Criterion Met
83% of students earned a score of 70% or better. (03/18/2013)

Use of Results : Some student challenges include little or no access to a computer or internet (04/01/2013)

Use of Results : 17% of students did not pass the exam may be due to the following:
- little to no internet access to complete an online assignment
- lack of technology instructional support
- unavailability of classroom technology such as computers, tablets
- non-designated resource lab space (03/18/2013)

Promoting Child Development and Learning - Students completing the Children's Program Certificate:General-Level III (L1327) will be grounded in Child Development knowledge (theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.

Other - Students completing CHLD50 will conduct a multicultural environmental survey, assess the outcomes and write a letter to demonstrating how to rectify or improve the environment to be reflective of the children and families served.
Criteria for Success: 70% will receive a score of C or better based on the completion of the survey and the use of a grade sheet(rubric) for the letter.

Other - Curriculum Project - Students completing Chld 6 will design and implement

Summary of Data Collection Period: 2010-11
Summary of Data Type: Criterion Met
90% of CHLD 50 students successfully scored 70% or better on the survey and letter. (05/19/2011)

Use of Results : Successful writing of letters are an appropriate means for advocacy and change in diversity work. (05/19/2011)

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
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developmentally appropriate curriculum for children, based on observation assessment to support their learning.
Criteria for Success: Using a grading rubric 70% of students will be successful with a grade of 70% or better.

Observing, documenting and assessing - Students completing the Children's Program Certificate:General-Level III (L1327) will understand that child observation, documentation and other forms of assessment are central to the practices of all early childhood professionals. Students use systematic observations, documentation, and other effective assessment strategies to positively influence the development of every child.

Use content knowledge to build meaningful curriculum - Students completing the Children's Program Certificate:General-Level III (L1327) will understand the importance of developmental domains and academic content areas. Students use their knowledge and other resources to design, implement, and evaluate meaningful challenging curricula and environments that promotes comprehensive developmental learning outcomes for every child.
Start Date (Optional): 08/23/2010
End Date (Optional): 12/17/2010

Other - Students completing CHLD 50 will create materials specifically integrating diversity into a variety of areas of a program's curriculum.
Criteria for Success: 70% of students will create three appropriate teaching aids integrating diversity. Integrated diversity must reflect any combination of, gender, skin tone(race), ability, body image, age, or ethnicity(culture).

Other - Curriculum Project - Student completing Child 6 will design and implement developmentally appropriate curriculum for children, based on observation assessment to support their learning.
Criteria for Success: Using a grading

Summary of Data Collection Period: 2010-11
Summary of Data Type: Criterion Met
 89% of the students successfully analyzed anecdotal observations to plan curriculum with 70% or higher grade. (05/23/2011)

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>rubric 70% of students will be successful with a grade of 70% or better.</p> <p>Survey - Students completing Child 67 will use an environmental assessment tool to analyze classroom space in terms of it's effect on the behavior and interactions between children and teachers.</p> <p>Criteria for Success: Using a checklist 80% of the students will be able to identify areas of the classroom environment that does not support children and teacher interactions and identify changes needed.</p>		
<p>Building family and community relationships - Students completing the Children's Program Certificate:General-Level III (L1327) will understand that successful programs depend upon partnerships with 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</p>	<p>Other - Students will prepare an issue research paper related to children and families.</p> <p>Criteria for Success: 70% of students enrolled in 2 sections of CHLD 1 will demonstrate a score of 70% or higher on the research issue paper and oral report assignment.</p>		
<p>Becoming a Professional - Students completing the Children's Program Certificate:General-Level III (L1327) will be able to identify and conduct themselves as members of the early childhood profession. They know ethical guidelines and other professional standards related to early childhood practices. They are life-long , collaborative learners who continue to broaden their knowledge and skills, remain informed about</p>	<p>Focus Group - Students completing CHLD 50 will participate in discussion through a reader club format. Students will write an evaluative paragraph on the impact of personal experience and effective teaching of diverse populations.</p> <p>Criteria for Success: 70% will produce a paragraph with a C or better based on criterion of the grade sheet(rubric). Students will indicate degree of growth in</p>		

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>child development issues, and are informed advocates for sound educational practices and policies.</p>	<p>knowledge or skills needed.</p> <p>Other - Students completing Child 67L will apply their teaching abilities in a leadership role and work with others as a team to manage a children's preschool classroom. Student will critically assess personal experiences to inform and guide future teaching and collaborative practices.</p> <p>Criteria for Success: Using a faculty developed rubric to evaluate student teaching experience "Teacher of the Day". At least 90% of the students will be able to score a 7 or better. The rubric is established on a basis of 1 to 10 with 10 representing perfection.</p>		
<p>Guidance and Discipline - Students completing the Children's Program Certificate:General-Level III (L1327) will be able to apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.</p>	<p>Other - Students completing Child 84 will use a structured observation method to assess effective classroom management strategies and the use of discipline. Students will suggest appropriate strategies to use with young children that support social and emotional development.</p> <p>Criteria for Success: 70% of students will receive a grade of C or better on their observation and suggested developmental strategies.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 90% of students received a C or better on their observation and suggested developmental strategies. (03/31/2013)</p>	<p>Use of Results : Unsuccessful students did not complete the observation, were unable to suggest appropriate developmental strategies, or collected an inappropriate sample of a discipline situation. Updated CD's with closed caption are needed. (03/31/2013)</p>
	<p>Course Embedded Test - Students completing CHLD 84 final exam question on conflict resolution will list the appropriate steps, teacher actions and include appropriate dialogue.</p> <p>Criteria for Success: 70% of students will answer the essay question on the final exam including all components.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 80% of students successfully responded to the essay question on conflict resolution including all the components. (03/31/2013)</p>	<p>Use of Results : Students who were not successful identified 5 or less steps, and did not include the appropriate dialogue. Review of the lecture/activity is necessary. A new CD may be needed. Closed caption is needed on current CD. (03/31/2013)</p>

1. Assessment Plan - Four Column



Certificate: Children's Program Certificate: Small Business Management - T1311

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Safety Regulations - Students completing the Small Business Management Certificate (#6131) will be able to evaluate regulations, standards, policies according to Title 22 California Health & Safety Codes.</p>	<p>Course Embedded Test - Students in CHLD 64 will answer questions on Title 22 California Health & safety Codes. Criteria for Success: Student s in CHLD 4 will pass the Title 22 exam with a 70% or higher</p>		
<p>Building family and community relationships - Students completing the Small Business Management (#6131) will understand that successful programs depend upon partnerships with 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.</p>	<p>Other - Students will prepare an issue research paper related to children and families. Criteria for Success: 70% of students enrolled in 2 sections of CHLD 1 will demonstrate a score of 70% or higher on the research issue paper and oral report assignment.</p>		
<p>Becoming a Professional - Students completing the Small Business Management Certificate (#6131) will be able to identify and conduct themselves as members of the early childhood profession. They know ethical guidelines and other professional standards related to early childhood practices. They are life-long , collaborative learners who continue to broaden their knowledge</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

and skills, remain informed about child development issues, and are informed advocates for sound educational practices and policies.

Promoting Child Development and Learning - Students completing the Small Business Management Certificate (#6131) will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each
Start Date (Optional): 08/23/2010
End Date (Optional): 12/17/2010

Other - Curriculum Project - Design and implement developmentally appropriate curriculum for children, based on observation asesment to support their learning.
Criteria for Success: Using a grading rubrix 70% of students will be successful with a grade of 70% or better.

Summary of Data Collection Period: 2010-11
Summary of Data Type: Criterion Met
89% of the students successfully analyzed anecdotal observations to plan curriculum with 70% or higher grade.
(05/23/2011)

Promoting Child Development and Learning (Copy) - Students completing the Children's Program Certificate:General-Level I will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.

Building family and community relationships (Copy) - Students completing the Children's Program Certificate:General-Level I (E1326) will understand that successful programs depend upon partnerships with 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.

Business organization and

Management - Students completing the Small Business Management Certificate (#6131) will develop behaviors, self development and elementary business practices furthering the student ability to run a small business.

1. Assessment Plan - Four Column



Certificate: Children's Program Certificate: Teaching - T1312

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Interpret effective teaching and care practices - Students completing the Children's Program Certificate: Teaching - T1312 will 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.</p>			
<p>Safety Regulations - Students completing the Children's Program Certificate: Teaching -T1312 will be able to evaluate Early care and Education Program regulations, standards, policies according to Title 22 California.</p> <p>Start Date (Optional): 02/28/2011 End Date (Optional): 06/17/2011</p>			
<p>Promoting Child Development and Learning - Students completing the Children's Program Certificate: Teaching -T1312 will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

Observing, Documenting, and

Assessing - Students completing the Children's Program Certificate: Teaching T1312 will understand that child observation, documentation and other forms of assessment are central to the practices of all early childhood professionals. Students use systematic observations, documentation, and other effective assessment strategies to positively influence the development of every child.

Use content knowledge to build meaningful curriculum

- Students completing the Children's Program Certificate: Teaching -T1312 will understand the importance of developmental domains and academic content areas. Students use their knowledge and other resources to design, implement, and evaluate meaningful challenging curricula and environments that promotes comprehensive developmental learning outcomes for every child.

Start Date (Optional): 08/23/2010

End Date (Optional): 12/17/2010

Other - Curriculum Project - Design and implement developmentally appropriate curriculum for children, based on observation assessment to support their learning.

Criteria for Success: Using a grading rubric 70% of students will be successful with a grade of 70% or better.

Summary of Data Collection Period: 2010-11

Summary of Data Type: Criterion Met

89% of the students successfully analyzed anecdotal observations to plan curriculum with 70% or higher grade. (05/23/2011)

Building Family and Community

Relationships - Students completing the Children's Program Certificate: Teaching - T1312 will understand that successful programs depends upon partnerships with 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.

Other - Students will prepare an issue research paper related to children and families.

Criteria for Success: 70% of students enrolled in 2 sections of CHLD 1 will demonstrate a score of 70% or higher on the research issue paper and oral report assignment.

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

Becoming a Professional - Students completing the Children's Program Certificate: Teaching - T1312 will be able to identify and conduct themselves as members of the early childhood profession. They know ethical guidelines and other professional standards related to early childhood practices. They are life-long , collaborative learners who continue to broaden their knowledge and skills, remain informed about child development issues, and are informed advocates for sound educational practices and policies.
Start Date (Optional): 08/23/2010
End Date (Optional): 12/17/2010

Developing social identities in diverse societies - Students completing Certificate: Children's Program Certificate :Teaching (T1312) will understand theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies to deal with bias are developed.
Start Date (Optional): 08/27/2012
End Date (Optional): 03/31/2013

Teaching Skills - Students completing the Children's Program Certificate: Teaching - T1312 will acquire strategies and developmentally appropriate techniques for effective teaching and classroom management.

Other - Students participated in a curriculum lab and produced projects to use with children. Projects engage children to discuss racism, sexism, ableism and language bias.
Criteria for Success: 70% of students will complete the lab projects with a C or better. 70% of students will receive a C or better on the written reflection accompanying the project.

Summary of Data Collection Period: 2012-13
Summary of Data Type: Criterion Met
 95% of students participated and completed the assignment successfully. 90% of the reflections indicated synthesis of reading materials and appropriate application to the writing. Unsuccessful students did not have materials in a timely manner. Unsuccessful students in the written portion did not use the text information in their writing.
 (03/31/2013)

Use of Results : Unsuccessful students did not have materials to complete projects in a timely manner. Unsuccessful students in the written portion did not use the text information in their writing.
 (03/31/2013)

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in C# Programming - E0722

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Displaying data from tables - Students completing the CIS Professional Certificate in C# Programming (E0722) will be able to display data from related database tables.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met not completed (01/22/2011)</p>	<p>Use of Results : not completed (01/22/2011)</p>
<p>Updating a SQL database - Students completing the CIS Professional Certificate in C# Programming (E0722) will be able to update a SQL Server database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>		
<p>Web site/database interaction - Students completing the CIS Professional Certificate in C# Programming (E0722) will be able to create a web site that accesses data from a database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Students will complete a programming project that requires them to create a web site that accesses data from a database.</p> <p>Criteria for Success: 75% of all advanced C# students will successfully access and display data from a database on a Web page within a multiple page web site</p>		

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in C++ Programming - E0714

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Create event-driven program, using Windows Forms - Students completing the CIS Professional Certificate in C++ Programming (E0714) will be able to create event-driven program, using Windows Forms.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - An assignment that requires use of Windows Forms and Controls will test the students ability to manage and program GUI</p> <p>Criteria for Success: 80% of students will rate 70% or better on the "Guessing Game" assignment that requires use of Windows Forms and Controls that have to be coded</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met In the Spring 2010 90% of students scored 90% or higher on this assignment (02/24/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (02/24/2011)</p>
<p>Connect C++ program to the database and incorporate SQL statements - Students completing the CIS Professional Certificate in C++ Programming (E0714) will be able to connect C++ program to the database and incorporate SQL statements into C++ code.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - A final project will be developed that will test the student's ability to control the database from the C++ program</p> <p>Criteria for Success: 80% of students will rate 70% or better on a final project that allows user to control the database from the C++ program.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met In the Fall 2010 80% of students scored higher then 70% on this assignment (02/24/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (02/24/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Database Management - Microcomputers - E0715

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Use VBA to update Access table data - Students completing the CIS Professional Certificate in Database Mgmt. - Microcomputers (E0715) will be able to apply appropriate Visual Basic for Applications code (VBA) to update Access table data.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 02/21/2011</p>	<p>Course Embedded Test - Students will be given an assignment that will require them to write VBA code to update Access database table data.</p> <p>Criteria for Success: 80% of students will rate 70% or better on an assignment that requires they update multiple tables using VBA code.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met All students that completed Assignment 9 received greater than 70%. The average without including students that did not submit the assignment was 81% and the average of those students who submitted the assignment was 93.5%. (02/26/2012)</p>	<p>Use of Results : I will continue to use these assessments to compare the results to future classes. (02/26/2012)</p>
<p>Use Embedded SQL statements - Students completing the CIS Professional Certificate in Database Mgmt. - Microcomputers (E0715) will use embedded SQL statements within VBA procedures to create and run ad hoc queries for users.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 02/21/2011</p>	<p>Course Embedded Test - A project will be developed and given to students that will require them to use VBA code in a form to update Access database table data and display it within the form.</p> <p>Criteria for Success: 80% of students will rate 70% or better on a project that will use a form for user input and VBA with embedded SQL to create the result and display this result in a form.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met All students that completed assignment 8 received greater than 70%. The average without including students that did not submit the assignment was 72.67% and the average of those students who submitted the assignment was 90.8%. (02/26/2012)</p>	<p>Use of Results : I will continue to use these assessments to compare the results to future classes. (02/26/2012)</p> <p>Use of Results : I will continue to use these assessments to compare the results to future classes. (02/26/2012)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Java Programming - E0700

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Develop a dynamic web page programming Java Server Pages - Students completing the Professional Certificate in Java Programming (E0700) will be able to develop a dynamic web page programming Java Server Pages.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will incorporate material learned on developing dynamic web pages with Java.</p> <p>Criteria for Success: At least 80% of CISP24 students who submit their programming assignment will rate 70% or better on it.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met Certificate hasn't been offered for 3 semesters due to low enrollment in the advance course. (02/24/2011)</p>	<p>Use of Results : Assessment will take place once the Advanced Java course has sufficient enrollment. (02/24/2011)</p>
<p>Create an object oriented program that will use remote method invocation - Students completing the Professional Certificate in Java Programming (E0700) will be able to create an object oriented program that will use remote method invocation using the Java programming language.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will ensure that the student programs are written to project requirements using multiple classes and RMI using the Java programming language.</p> <p>Criteria for Success: At least 70% of students who submit the assignment will rate 70% or better.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met Certificate hasn't been offered due to low enrollment in the Advanced Java programming course (02/24/2011)</p>	<p>Use of Results : Assessment will take place once the Advanced Java programming course has sufficient enrollment (02/24/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in LINUX - E0796

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>SAMBA server in a Linux computer - Students completing the CIS Professional Certificate in Linux (E0796) will know how to install a SAMBA server in a Linux computer. Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will require that students will install a SAMBA server in a Linux computer. Criteria for Success: 80% of students completing the course will install a SAMBA server in a Linux computer. Schedule: June 2011</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 91% of students completing this certificate in Fall 2008 successfully installed SAMBA in a Linux computer. (03/16/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs every time it is offered. (03/16/2011)</p>
<p>Apache web server in a Linux computer. - Students completing the CIS Professional Certificate in Linux (E0796) will know how to install an Apache web server in a Linux computer and access its web pages from another computer. Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will be created to test the student's ability to install an Apache web server in a Linux computer and access its web pages from another computer. Criteria for Success: 80% of students will successfully install an Apache web server in a Linux computer and access its web pages from another computer. Schedule: June 2011</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 91% of students completing this certificate in Fall 2008 successfully installed an Apache web server in a Linux computer and access its web pages from another computer. (03/16/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs every time it is offered. (03/16/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Network Security - E0721

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Configure and install a firewall - Students completing Certificate: CIS Professional Certificate in Network Security - E0721 will be able to configure and install a firewall. Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension. Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 78% of the students earned a grade of 70% or better and demonstrated the ability to configure and install a Cisco Pix firewall and ASA security device. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Implement a secured translation for service hosting through firewall - Students completing Certificate: CIS Professional Certificate in Network Security - E0721 will be able to implement a secured translation for service hosting through firewall. Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension. Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 75% of the students earned a grade of 70% or better and demonstrated the ability to implement a secured translation for service hosting through firewall. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Networking - E0716

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Configure and setup static routing. - Students completing Certificate: CIS Professional Certificate in Networking - (E0716) will be able to configure and setup static routing.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension.</p> <p>Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of the students earned a grade of 70% or better on static routing question. (12/14/2012)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (12/14/2012)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 79% of the students earned a grade of 70% or better on static routing question. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Implement VLAN and VLAN routing. - Students completing Certificate: CIS Professional Certificate in Networking - (E0716) will be able to implement VLAN and VLAN routing.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Hands-on lab and multiple choices questions for students to demonstrate their comprehension.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 73% of the students earned a grade of 70% or better on VLAN and VLAN routing related questions. (12/14/2012)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (12/14/2012)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 75% of the students earned a grade of 70% or better on VLAN and VLAN routing related questions. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance.</p>

We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Object-Oriented Design and Programming - E0723

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Display database data - Students completing the CIS Professional Certificate in Object Oriented Design & Programming (E0723) will be able to display data from related database tables.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 93% of the students completed an assignment successfully connecting to a database in Fall 2009 (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Update a database - Students completing the CIS Professional Certificate in Object Oriented Design & Programming (E0723) will be able to update a SQL Server database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 79% of students successfully completed an assignment to update a database with related tables in Fall 2009 (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Oracle - E0717

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Normalization rules and principles - Students completing the CIS Professional Certificate in Oracle (E0717) will be able to apply normalization rules to database design.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Design database where each table is in the third normal form.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 80% of students achieved grade of 80% and higher when completing assessment of creating tables using normalization rules. (02/26/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. (02/26/2011)</p>
<p>E-R and UML diagrams - Students completing the CIS Professional Certificate in Oracle (E0717) will be able to create E-R (Entity Relationship) and UML (Unified Modeling Language) diagrams for a given database scenario.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Draw UML diagram and define relationship for any given database.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 90% of students earned a grade of 80% and higher when completing assignment of drawing UML diagram for the database. (02/26/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. (02/26/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in SQL - E0730

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Normalization rules and principles - Students completing the CIS Professional Certificate in SQL (E0730) will be able to apply normalization rules to database design.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Design database where each table is in the third normal form.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 80% of students achieved grade of 80% and higher when completing assessment of creating tables using normalization rules. (02/26/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. (02/26/2011)</p>
<p>E-R and UML diagrams - Students completing the CIS Professional Certificate in SQL (E0730) will be able to create E-R (Entity Relationship) and UML (Unified Modeling Language) diagrams for a given database scenario.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Draw UML diagram and define relationship for any given database.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 90% of students earned a grade of 80% and higher when completing assignment of drawing UML diagram for the database. (02/26/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. (02/26/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Telecommunications - E0718

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Configure and setup static routing - Students completing the CIS Professional Certificate in Telecommunications (E0718) will be able to configure and setup static routing.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension. Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 79% of the students earned a grade of 70% or better on static routing question. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Implement VLAN and VLAN routing - Students completing the CIS Professional Certificate in Telecommunications (E0718) will be able to implement VLAN and VLAN routing.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/10/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension. Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 75% of the students earned a grade of 70% or better on VLAN and VLAN routing related questions. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Visual Basic Programming - E0719

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Update a database - Students completing the Visual Basic Programming Certificate (E0719) will be able to update a SQL Server database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 79% of students successfully completed an assignment to update a database with related tables in Fall 2009 (06/30/2010)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/24/2011)</p>
<p>Display database data - Students completing the Visual Basic Programming Certificate (E0719) will be able to display data from related database tables.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 93% of the students completed an assignment successfully connecting to a database in Fall 2009 (06/30/2010)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/24/2011)</p>
<p>Web site/database connectivity - Students completing the Visual Basic Programming Certificate (E0719) will be able to create a web site that accesses data from a database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Students will complete a programming project that requires them to create a web site that accesses data from a database.</p> <p>Criteria for Success: 75% of all advanced visual basic students will successfully access and display data from a database on a Web page within a multiple page web site.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 79% of students successfully completed an assignment connecting a database to a web page with Visual Basic.NET in Fall 2009 (06/30/2010)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/24/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Web Programming - E0713

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Install and configure a secure web server - Students completing the Certificate in Web Programming (E0713) will know how to install and configure a secure web server.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will be created to install and configure a secure web server.</p> <p>Criteria for Success: 70 % of students completing this course will have a grade of 70% or more for an assignment to install and configure a secure web server.</p>	<p>Summary of Data Collection Period: 2008-09 Summary of Data Type: Criterion Met 86 % of students completing this certificate in Spring 2009 had a grade of 70% or more for an assignment to install and configure a secure web server. (11/11/2009)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs every time it is offered. (02/24/2011)</p>
<p>Access a database from a program in a web server - Students completing the Certificate in Web Programming (E0713) will know how to access a database from a program in a web server.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will be created to access a database by a program in a web server.</p> <p>Criteria for Success: 70% of students will rate 70% or better on an assignment to access a database by a program in a web server.</p>	<p>Summary of Data Collection Period: 2008-09 Summary of Data Type: Criterion Met 93% of students in Spring 2009 receive a grade of 70% or better on an assignment to access a database by a program in a web server. (11/11/2009)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs every time it is offered. (02/24/2011)</p>

1. Assessment Plan - Four Column



Certificate: CIS Professional Certificate in Windows Operating System Admin - E0720

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Windows Active Directory - Students completing the Certificate in Windows Operating System Administration (E0720) will be able to configure and install Windows Active Directory.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension.</p> <p>Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 77% of the students earned a grade of 70% or better on configure and install Windows Active Directory lab and related questions. (12/12/2012)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (12/12/2012)</p>
		<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 80% of the students earned a grade of 70% or better on configure and install Windows Active Directory lab and related questions. (06/30/2010)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/24/2011)</p>
<p>Windows File System Security - Students completing the Certificate in Windows System Administration (E0720) will be able to implement Windows file system security.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to create share folder and setup file system security.</p> <p>Criteria for Success: 70% of the students will earn a grade of 70% or better on file system security lab and questions.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 81% of the students earned a grade of 70% or better on file system security lab and questions. (12/12/2012)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (12/12/2012)</p>
		<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 76% of the students earned a grade of 70% or better on file</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

system security lab and questions. (06/30/2010)

improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/24/2011)

1. Assessment Plan - Four Column



Certificate: Coaching - E0804

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Coaching philosophy development. - Students will be able to identify and comprehend the ASEP (American Sports Education Program) coaching philosophy.</p> <p>Start Date (Optional): 10/01/2012 End Date (Optional): 10/31/2012</p>			

1. Assessment Plan - Four Column



Certificate: Consumer Relations - B0326

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Meaningful Sel-Evaluation - Students completing the Consumer Relations Certificate (B0326) program will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.</p> <p>Start Date (Optional): 08/29/2011 End Date (Optional): 12/16/2011</p>	<p>Other - Appropriate assignments in FCS courses will be evaluated using an established rubric.</p> <p>Criteria for Success: 75% of students completing the assignments will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.</p>		
<p>Determine Goals - Students completing the Consumer Relations Certificate (B0326) program will be able to determine their short term, intermediate and long term goals.</p> <p>Start Date (Optional): 08/29/2011 End Date (Optional): 12/16/2011</p>	<p>Other - Students will complete assigned homework during the first half of the semester relating to goal setting in FCS 41/Life Management and FCS 80/Financial Planning classes. This homework will be administered and graded/evaluated by FCS faculty. The results will be summarized by FCS faculty with the assistance of the FCS student worker and the results will be made available to FCS faculty for program improvement. A rubric will be developed to provide standardization of grading.</p> <p>Criteria for Success: 75% of students completing the required assignment(s) will successfully demonstrate the required skills.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of the students who completed goal setting related assignment in FCS 41 and FCS 80 were able to effectively demonstrate their ability to establish short term, intermediate, and long term goals. (06/28/2012)</p>	<p>Use of Results : Results for this SLO were quite high. This is most likely due to the fact that goal setting is covered early on in our FCS courses so students are more motivated in completing their work and applying their knowledge. Of concern are the students who didn't complete required coursework who most likely weren't successful in the courses. Future SLOs could track "all students enrolled" rather than just all students "completing" work. (06/28/2012)</p>
<p>Consumer Resources - Students completing the Consumer Relations Certificate will be able to identify</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

consumer related laws and government agencies.

Outcome Status: Active

1. Assessment Plan - Four Column



Certificate: Culinary Arts - Level I - E1334

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Mise en plan - Plan a food production schedule and assemble the tools, equipment, and ingredients required to produce a recipe in an organized and efficient manner.</p>	<p>Other - Lab evaluation Criteria for Success: 70% of students in this class will earn a grade of 75% or higher on this activity, which will be assessed on a weekly basis during lab sessions.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 96% of students met the criterion by earning a grade of 70% or higher. The data was gathered in Fall 2011 and is based on sample size of 25 students (08/22/2012)</p>	<p>Use of Results : The data sample size is too small and needs to be expanded. One of the problems with being able to gather data for this course is that in the past it has only been offered once a year due to budget constraints and class cuts. However, we're working towards trying to offer this course 2-3 times a year. (08/22/2012)</p>
<p>Recipe Production - Recipe knowledge, accuracy and execution: Follow recipe procedures to produce food at the appropriate temperature, consistency, texture, flavor, and in a timely manner.</p>	<p>Other - Lab Demonstration Criteria for Success: 75% of students will earn a 70% or higher on this activity.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 68% of student met the criterion by earning a grade of 70% or higher. The data was gathered in Fall 2011 and is based on sample size of 25 students. (08/22/2012)</p>	<p>Use of Results : There results of the summary of data are not very encouraging; however there are a couple of issues that need to be considered: 1. The data sample size is too small and needs to be expanded. One of the problems with being able to gather data for this course is that in the past it has only been offered once a year due to budget constraints and class cuts. However, we're working towards trying to offer this course 2-3 times a year. 2. In order to meet the criterion the college needs to provide the HRM program: a) a commercial culinary facility that would allow faculty to teach students the skills that they</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
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need in an environment that's comparable to industry standards. b) full-time faculty c) full-time lab technicians to aid faculty during lab sessions d) additional funding to purchase the foods and supplies needed (08/22/2012)

<p>Foodborne Illness Outbreak - Determine the presence of foodborne-illness outbreak.</p>	<p>Course Embedded Test - Quizzes and Exams Criteria for Success: 75% of students will earn a 70% passing grade or higher in quizzes.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 24 students complete the assessment activity for this SLO in fall 2011 . 100% of the students met the criteria for the SLO. (08/22/2012)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (08/22/2012)</p>
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1. Assessment Plan - Four Column



Certificate: Dance Teacher - E0313

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Dance pedagogy - To experience and develop dance pedagogy applicable in ballet, jazz and modern dance.</p>	<p>Other - Students will be able to successfully teach a one hour ballet, modern and jazz class and will have a complete portfolio that includes lesson plans, resume, teaching aids and classroom management tips. Criteria for Success: 95% of students will teach a successful one hour ballet, modern and jazz class and will have submit a complete portfolio for review that includes lesson plans, resume, teaching aids and classroom management tips.</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met 97% of students taught a successful one hour ballet, modern and jazz class and submitted a complete portfolio for review that included lesson plans for ballet, modern and jazz, a teaching resume, teaching aids as well as classroom management tips. (03/26/2014)</p>	<p>Use of Results : The dance department was very pleased with the results of the Dance Teacher Certificate SLO. We will run the SLO again, possibly breaking it up into two separate SLO's to identify which area needs more work. (03/26/2014)</p>

1. Assessment Plan - Four Column



Certificate: English as a Second Language - 24054

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>ESL Certificate - Program - Advanced ESL students exiting the program from Level 6 or VESL Career Path successfully transitioned from Beginning or Intermediate through Advanced levels of proficiency based on a portfolio of multiple measures.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Portfolio - Students will submit a comprehensive portfolio that includes multiple measures and evidence of advanced-level skill achievement in English language proficiency.</p> <p>Criteria for Success: 70% of the students will pass the following four elements of the portfolio: Speaking (at Level 6), Writing (at Level 6), Final Exam (70%), and Class Project (70%).</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Of the 174 students who completed Level 6, 146 learners (83.9%) met the passing criteria for ESL-Advanced certificates. (09/04/2012)</p>	<p>Use of Results : The ESL program will increase the expected passing rate for ESL-advanced certificates from 70% to 80%. (09/04/2012)</p>

1. Assessment Plan - Four Column



Certificate: English as a Second Language - Advanced - 30376

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>ESL Certificate - Advanced - Students placed within the ESL Level 5 and ESL Level 6 successfully complete the sequence of advanced level courses by submitting a comprehensive portfolio that contains multiple measures and evidence of their skill achievement in English language proficiency based on department standardized rubrics for advanced level listening, speaking, reading, and writing.</p>	<p>Portfolio - Students will submit a comprehensive portfolio that includes multiple measures and evidence of advanced-level skill achievement in English language proficiency.</p> <p>Criteria for Success: 70% of the students will pass the following four elements of the portfolio: Speaking (at Level 6), Writing (at Level 6), Final Exam (70%), and Class Project/Presentation (70%).</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Of the 174 students who completed Level 6, 146 learners (83.9%) met the passing criteria for ESL-Advanced certificates. (07/12/2012)</p>	<p>Use of Results : The ESL program will increase the expected passing rate for ESL-advanced certificates from 70% to 80%. (07/12/2012)</p>

1. Assessment Plan - Four Column



Certificate: English as a Second Language - Beginning - 30375

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>ESL Certificate - Beginning - Students placed within the ESL Pre-Level 1 through ESL Level 2 successfully complete the sequence of beginning level courses by submitting a comprehensive portfolio that contains multiple measures and evidence of their skill achievement in English language proficiency based on department standardized rubrics for beginning level listening, speaking, reading, and writing.</p>	<p>Portfolio - Students will submit a comprehensive portfolio that includes multiple measures and evidence of beginning-level skill achievement in English language proficiency.</p> <p>Criteria for Success: 70% of the students will pass the following four elements of the portfolio: Speaking (at Level 2), Writing (at Level 2), Final Exam (70%), and Class Project (70%).</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Of the 471 enrolled students enrolled in ESL Level 2 courses in 2011-12, 368 students (78%) met the criteria and were awarded ESL Certificate - Beginning. (07/12/2012)</p>	<p>Use of Results : ESL program will increase the expected passing rate for ESL-Beginning certificates from 70% to 78%. (07/12/2012)</p>

1. Assessment Plan - Four Column



Certificate: English as a Second Language - Intermediate - 30374

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>ESL Certificate - Intermediate - Students placed within the ESL Level 3 and ESL Level 4 successfully complete the sequence of intermediate level courses by submitting a comprehensive portfolio that contains multiple measures and evidence of their skill achievement in English language proficiency based on department standardized rubrics for intermediate level listening, speaking, reading, and writing.</p>	<p>Portfolio - Students will submit a comprehensive portfolio that includes multiple measures and evidence of intermediate-level skill achievement in English language proficiency. Criteria for Success: 70% of the students will pass the following four elements of the portfolio: Speaking (at Level 4), Writing (at Level 4), Final Exam (70%), and Class Project (70%).</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Of the 409 ESL students who completed Level 4, 342 learners (83%) met the criteria for ESL-Intermediate certificates. (07/12/2012)</p>	<p>Use of Results : ESL program will increase the expected passing rate for ESL-Intermediate certificate awards from 70% to 80%. (07/12/2012)</p>

1. Assessment Plan - Four Column



Certificate: Fashion Design & Technologies - Level I - L1397

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Demonstrate understanding of the fashion industry trend research process - Students who complete the Fashion Design and Technologies Level One Certificate will be able to demonstrate their understanding of the fashion industry trend research process.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed project. Criteria for Success: 70% of the students will score a minimum of 74 out of 105 points on a faculty developed trend research and forecasting project on a faculty developed project. Schedule: Assessing once per year.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Fall 2012 semester, 100% (47 out of 47 students) scored 74 points (or better) out of 105 points. (02/14/2013)</p>	<p>Use of Results : Met SLO goals for 2013. 2014-2015 - This SLO will change since the FASH 25 CAD Drawing class is part this certificate and is a necessary skill (advisory board 2013) for students entering this industry. New SLO will be developed in fall 2014 when curriculum degree changes clear EDC.CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH Design Level I Certificate. (04/07/2014)</p>

1. Assessment Plan - Four Column



Certificate: Fashion Design & Technologies- Level II - T1389

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Create apparel patterns using CAD patternmaking industry software - Students completed the Fashion Design and Technologies Level II Certificate will be able to create apparel patterns using CAD patternmaking industry software pursuant to apparel industry standards.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed project. Criteria for Success: 70% of the students will score a minimum of 7 out of 10 points on this project. Schedule: Assessing once per year.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Fall 2009 and Fall 2012 semester, 95% (38 out of 40 students) scored 7 (or better) out of 10 points on this project. (02/26/2013)</p>	<p>Use of Results : Met SLO goals for 2013. CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH Design Level II Certificate. (04/07/2014)</p>

1. Assessment Plan - Four Column



Certificate: Fashion Design - Computer-Aided - E1329

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Create an apparel collection - Students completing the Fashion Design Computer-Aided Certificate will be able to create an apparel collection including textile designs and flats (technical drawings) pursuant to apparel industry standards.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed project. Criteria for Success: 70% of the students will score a minimum of 14 out of 18 points on this project. Schedule: Assessing once per year.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Spring 2010 and Fall 2012 semesters, 87% (34 out of 39 students) scored 14 (or better) out of 18 points on a faculty developed project focusing on CAD textile designs and technical drawings (flats). (02/26/2013)</p>	<p>Use of Results : Met SLO goals for 2013. 2014-2015 - This SLO will change since many new technology courses are part of certificate. New SLO will be developed in fall 2014 when curriculum degree changes clear EDC. Met SLO goals for 2013. CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH CAD Certificate. (04/07/2014)</p>

1. Assessment Plan - Four Column



Certificate: Fashion Merchandising - Level I - E1388

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Understanding of the fashion industry trend research process. - Students who complete the Fashion Merchandising Level One Certificate will be able to demonstrate their understanding of the fashion industry trend research process.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed project - 105 point rubric.</p> <p>Criteria for Success: 70% of the students will score a minimum of 74 out of 105 points on a faculty developed trend research and forecasting project.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 70% of the students will score a minimum of 74 out of 105 points on a faculty developed trend research and forecasting project. (02/26/2013)</p>	<p>Use of Results : Met SLO goals for 2013. 2014-2015 - This SLO will change since the FASH 62 Excel Retail math class is part this certificate and is a necessary skill (advisory board 2013) for students entering this industry. New SLO will be developed in fall 2014 when curriculum degree changes clear EDC. CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH Merchandising Level I Certificate. (04/07/2014)</p>

1. Assessment Plan - Four Column



Certificate: Fashion Merchandising - Level II - L1303

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Research & analyze the marketing and promotional techniques of fashion and apparel companies. - Students who complete the Fashion Merchandising Level Two Certificate will be able to analyze the marketing and promotional techniques of fashion and apparel companies.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed project - 85 points Criteria for Success: 70% of the students will score a minimum of 60 out of 85 points on a project that focuses on researching and analyzing the promotional techniques of a fashion company Schedule: Assess once per year.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Fall 2011 and Fall 2012 semesters, 95% (98 out of 103 students) scored 60 points (or better) out of 85 points on a faculty developed marketing and promotional project. (02/26/2013)</p>	<p>Use of Results : Met SLO goals. Instructors will keep this and re-assess again. CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH Merchandising Level II Certificate. (04/07/2014)</p>

1. Assessment Plan - Four Column



Certificate: Fitness Specialist/Personal Trainer - E0808

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
Fitness Specialist Certificate Outcome - Students will be able to develop a 12 month workout plan that will meet a typical clients needs. Start Date (Optional): 10/01/2012 End Date (Optional): 10/31/2012	Course Embedded Test - This is an assignment in KIN 38 Criteria for Success: 90% of students will develop an acceptable 12 month program.		

1. Assessment Plan - Four Column



Certificate: Floral Design - K8021

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Floral - Preparation for Employment - Students completing the Floral Design Certificate will be prepared to be employed in the floral design industry.</p> <p>Start Date (Optional): 09/06/2011 End Date (Optional): 12/12/2014</p>	<p>Course Embedded Test - Rubrics in Floral 3 (capstone course) addressing design, operations management, and global floriculture.</p> <p>Criteria for Success: 70% or better average score of all rubrics.</p> <p>Schedule: Fall 2012</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met</p> <p>It was noted that in addition to using visual aids (PowerPoint) in presenting flower and plant identification, it was more affective to show not only the correct way of completing a design, but to show the less appropriate techniques to create the actual floral design When possible, depending upon the skills of the group as a whole, more time will be spent helping individual students with the project at hand.</p> <p>Supplies and materials should be both shown through PowerPoint and physically to insure recognition by the student at a high percentage mark. (12/12/2014)</p>	<p>Use of Results : Upon reflection of the data collected by quizzes and tests, an extra effort will be made by the instructor to explore further means to improve results and to insure a high percentage mark.</p> <p>Possibilities to enhance the current lessons will include adding more handouts, include designs that contain more of the flowers/plants/tools that are required to know. thus creating higher student success percentages (10/09/2015)</p>

1. Assessment Plan - Four Column



Certificate: Gallery Design, Operation and Art Profession - E1020

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Promotional Design - Students will be able to design an exhibition promotional package.</p> <p>Start Date (Optional): 08/21/2010 End Date (Optional): 06/30/2011</p>	<p>Course Embedded Test - Objectives embedded in selected project will require students to design an exhibition promotional package.</p> <p>Criteria for Success: 70% of the students completing the project will score at least a "B" or 75% of the allowable points for the objective, evaluated by the instructor demonstrating their ability to design a promotional package for an exhibition. A simple rubric will be used for assessment.</p> <p>Schedule: Data collection for this SLO will take place Fall 2010 and Spring 2010 with evaluation being completed prior to Fall 2010.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of 10 students designed a successful promotional package for their thesis exhibition rating 75% or above on the allowable points for the package. (06/30/2013)</p>	<p>Use of Results : All students participating in the thesis exhibition project met or exceeded the criteria. The Certificate is being put on hiatus for two years while curricular and budget issues are addressed. This SLO will be evaluated again when the next thesis exhibitions are offered. (06/30/2011)</p>
<p>Package Preparation - Students will be able to prepare an exhibition promotional package.</p> <p>Start Date (Optional): 08/31/2010 End Date (Optional): 06/30/2011</p>	<p>Course Embedded Test - Objectives embedded in selected project will require students to prepare an exhibition promotional package.</p> <p>Criteria for Success: 70% of the students completing the project will score at least a "B" or 75% of the allowable points for the objective, evaluated by the instructor demonstrating their ability to execute a promotional package for</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of 10 students prepared a successful promotional package for their thesis exhibition rating 75% or above on the allowable points for the package. (06/30/2011)</p>	<p>Use of Results : All students participating in the thesis exhibition project met or exceeded the criteria. The Certificate is being put on hiatus for two years while curricular and budget issues are addressed. This SLO will be evaluated again when the next thesis exhibitions are offered. (06/30/2011)</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

an exhibition. A simple rubric will be used for assessment.

Schedule: Data collection for this SLO will take place Fall 2010 and Spring 2011 with evaluation being completed prior to Fall 2012.

Aesthetic Base - Upon the successful completion of this program, students will have completed the foundation courses of the major which are the aesthetic base needed for transfer into bachelors programs or independent work as an artist.

Outcome Status: Active

Problem Solving - Upon the successful completion of this program, students will be able to apply critical thinking skills to original work.

Outcome Status: Active

Design Concepts - Upon the successful completion of this program, students will be able to apply the elements and principles of design to original art work.

Outcome Status: Active

Visual Concepts in Communication - Upon the successful completion of this program, students will be able to apply visual arts concepts that are basic to many forms and fields of art and design in visual, oral, and written communication.

Outcome Status: Active

Art Analysis and Critique - Upon the

successful completion of this program, students will be able to analyze historical, contemporary, peer, and personal visual artwork that range in modes of artistic expression.

Outcome Status: Active

Cultural and Historical Context -

Upon the successful completion of this program, students will be able to demonstrate in oral, written and studio work familiarity with the history of western art.

Outcome Status: Active

Technical Application - Upon the successful completion of this program, students will be proficient in a variety of visual art techniques and tools using them to explore a range of subjects, media, styles and formats.

Outcome Status: Active

Professional Practices - Upon the successful completion of this program, students will create independent original work in the area of their focus demonstrating basic professional practices.

Outcome Status: Active

1. Assessment Plan - Four Column



Certificate: GED Preparation - H7001

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>HSE Prep certificate completion - Students will be prepared to pass the High School Equivalency exams. Start Date (Optional): 08/27/2012 End Date (Optional): 06/30/2015</p>	<p>Other - GED Prep certificates are awarded when students complete GED prep coursework and demonstrate proficiency on all GED practice tests. Students will be assigned work that prepares them for the GED based on diagnostic assessments which target subject areas where skills are below the passing score. Once students reach a passing score on practice tests for each subject area, they have shown competency for that subject and have completed the preparation (for that subject area.) Certificates are awarded when students earn a passing score on each GED practice test section or earn a passing score in all 5 subject areas (no score can be below 400). Criteria for Success: There will be an increase from the previous year in the number of GED certificates awarded to ABE students. Schedule: August 2012-December 2013.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met For the 2012 Summer and Fall sessions, there were 127 GED certificates awarded to students enrolled in the GED Prep program. This signifies 127 students who demonstrated proficiency for the entire exam. For the same period in 2011, there were 27 certificates issued. While the majority of this increase is due to a change in data collection methods, there were some instructional changes that contributed to this increase. The instructional changes were due to a focus on increasing the course rigor and an influx of credit students who needed to improve their basic skills levels but were highly focused on achieving optimal scores. Therefore, the instruction was intensified and a higher degree of rigor was included in coursework. Students then took post-tests and scored at ranges that indicated test-readiness. This occurred most evidently with math GED students. This is the subject where students struggle the most, and due to their high preparedness level, more students were able to complete their GED Prep. (02/18/2013)</p>	<p>Use of Results : Faculty will continue to examine the level of rigor for the GED coursework. The GED will expire at the end of the 2013 year, and be replaced by a newer, more difficult version. Increasing the rigor now will ensure that faculty will be current and in line with the new standards expected on the updated GED 2014 exam. The faculty will also attempt to post-test students more frequently, using a variety of support such as the ABE database, lab assistance for calling low attendance students, etc. (03/01/2013) Follow-Up: Follow-up was completed as recommended. No further follow-up needed. (10/21/2013)</p>
<p>Post-program outcomes - HSE completers/graduates that can be identified will successfully transition to credit or employment.</p>	<p>Other - Faculty understand that this certificate SLO will be very difficult to measure. However, it is an important one for the staff to assess</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met Of the 2013 GED graduates that could be identified, 41% met with a counselor or advisor. 61% of the GED graduates</p>	

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Start Date (Optional): 08/27/2012</p>	<p>because one of the more important functions of ABE is to help students continue with their education or transition to employment.</p> <p>Therefore, faculty and the educational advisor will record those who have completed preparation for at least 3 GED subjects or have taken the official GED exam. The educational advisor will then contact them to meet with her so that she can determine their career or educational path. She will get phone numbers, email, and record their plans. She will record this information into the ABE database. She will follow-up with these students during the academic year, even if they do not persist.</p> <p>Criteria for Success: At least 50% of the GED graduates will have contact with a counselor or advisor. Of the graduates, 50% will report post-secondary educational/training program or employment as an outcome.</p> <p>Schedule: August 2012 - June 2013.</p>	<p>reported college enrollment or work as a post program outcome. (12/12/2013)</p>	

1. Assessment Plan - Four Column



Certificate: Graphic Design - Level II - T0321

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Professional Portfolio - A final professional digital portfolio will be created targeting a specific audience. Start Date (Optional): 08/28/2011 End Date (Optional): 06/16/2012</p>	<p>Portfolio - Professional digital portfolio that is targeting a specific audience. A simple rubric will be used for assessment. Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, evaluated by the instructor, showcasing a professional digital portfolio that is targeting a specific audience. A simple rubric will be used for assessment.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 82% of students surveyed demonstrated the ability to construct a professional looking digital portfolio that targets a specific audience. (03/21/2012)</p>	<p>Use of Results : The main focus of this course, and program is to provide students with the skills to produce a professional portfolio relative to industry standards applicable to employment. We will continue to gauge this objective based on its importance to student success. (03/21/2012)</p>
<hr/>			
<p>Research - research and interpret information necessary to develop an effective message(s) and strategy for a commercial art assignment. Outcome Status: Active</p>			
<p>Creativity & Ideation - develop and communicate creative, visual solutions for a commercial art assignment. Outcome Status: Active</p>			
<p>Design - design commercial art products that effectively utilize principles and elements of design. Outcome Status: Active</p>			
<p>Production - select and use appropriate, industry standard tools</p>			

and technology to produce commercial art products.

Outcome Status: Active

Presentation - present their commercial art products, explaining and defending their strategic choices, creative ideas and design decisions.

Outcome Status: Active

1. Assessment Plan - Four Column



Certificate: Horse Ranch Management - Level I - E0361

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Professional Conduct - Students completing the Horse Ranch Management certificate will demonstrate professional conduct in the industry.</p> <p>Outcome Status: Active</p>			
<p>Production/Business Plans - Students will design a production/business plan for a horse-related activity</p>			
<p>Animal Welfare - Students completing a certificate in Horse Ranch Management will be able to address animal welfare requirements when designing and implementing an equine management system (Inactive)</p>			

1. Assessment Plan - Four Column



Certificate: Horse Ranch Management - Level II - L0376

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Professional Conduct - Students completing the Horse Ranch Management certificate will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 08/27/2012 End Date (Optional): 09/01/2014</p>	<p>Other - Students will be evaluated by their employers during their work experience course to make sure that they are conducting themselves in a professional manner.</p> <p>Criteria for Success: 85% of all students taking the work experience course will have a positive evaluation from their employer on their professional conduct.</p>		
<p>Production/Business Plans - Students will design a production/business plan for a horse-related activity</p> <p>Start Date (Optional): 08/27/2012 End Date (Optional): 09/01/2014</p>	<p>Other - Students will design a production/business plan for a horse-related activity</p> <p>Criteria for Success: 85% of the students successfully completing the Horse Ranch Management certificate will achieve a score of 70% or greater on their production/business plans</p>		
<p>Animal Welfare - Students completing a certificate in Horse Ranch Management will be able to address animal welfare requirements when designing and implementing an equine management system</p> <p>Outcome Status: Inactive</p>			

1. Assessment Plan - Four Column



Certificate: Horticulture Science - L0394

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
Binomial nomenclature - Certificate completers will be able to explain the binomial method of plant nomenclature.			
Soil analysis and recommendations - Certificate completers will be able to evaluate the soil conditions at an existing site and make specific recommendations for the immediate and long-term correction of all problems			
Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation			

1. Assessment Plan - Four Column



Certificate: Hospitality: Catering - E0344

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Business Plan - Develop a business plan for a catering business and understand the enormity of planning for and opening a small business.</p>	<p>Portfolio - Catering business plan Criteria for Success: 75% of students completing this activity will earn a 80% or higher.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 21 students were enrolled in this class and 86% met the criterion by earning at least 80% on this activity. (08/22/2012)</p>	<p>Use of Results : The results from the summary of data are positive, but the sample size is too small. It needs to be expanded, but due to budget/section cuts and the delay in constructing the foods lab on time last summer. (08/22/2012)</p>
<p>Mise en place - Plan a food production schedule and assemble the tools, equipment, and ingredients required to produce a recipe in an organized and efficient manner.</p>	<p>Other - Lab evaluation Criteria for Success: 70% of students in this class will earn a grade of 75% or higher on this activity, which will be assessed on a weekly basis during lab sessions.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 96% of students met the criterion by earning a grade of 70% or higher. The data was gathered in Fall 2011 and is based on sample size of 25 students (08/22/2012)</p>	<p>Use of Results : The data sample size is too small and needs to be expanded. One of the problems with being able to gather data for this course is that in the past it has only been offered once a year due to budget constraints and class cuts. However, we're working towards trying to offer this course 2-3 times a year. (08/22/2012)</p>
<p>Menu Engineering - Analyze the popularity and profitability of a menu.</p>	<p>Other - Assignment Criteria for Success: 75% of students completing this activity will earn a 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 25 students completed this activity Spring 2011. 100% of these students successfully met the criterion. (08/22/2012)</p>	<p>Use of Results : Continue employing the same pedagogy of explaining, demonstrating, and allowing students to practice solving small problems before moving on to complicated problems. A key factor is utilizing problems and case-studies with applied math relevant to the hospitality industry. (08/22/2012)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Event Order - Students will be able to meet with prospective clients and plan all elements of a special event.</p>	<p>Portfolio - Completed Banquet Event Order (BEO) Criteria for Success: 75% of students completing this activity will earn a 80% or higher.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 21 students were enrolled in this class and 86% met the criterion by earning at least 80% on this activity. (08/22/2012)</p>	<p>Use of Results : The results from the summary of data are positive, but the sample size is too small. It needs to be expanded, but due to budget/section cuts and the delay in constructing the foods lab on time last summer. (08/22/2012)</p>

1. Assessment Plan - Four Column



Certificate: Hospitality: Food Services - E1390

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Career Portfolio - Utilize acquired classroom knowledge and skills to explore job opportunities in the hospitality industry and develop a career portfolio.</p>	<p>Portfolio - Career Development Portfolio Criteria for Success: Submission of completed a Career Development Portfolio and receiving a grade of "C" or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 71 students completed the assessment activity for this SLO between fall 2010 and spring 2011. 82% of the students met the criteria for the SLO and earned a grade of 80% or higher. (03/10/2012)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (03/10/2012)</p>
<p>Foodborne Illness Outbreak - Identify and Determine the presence of foodborne-illnesses causing outbreaks.</p>	<p>Course Embedded Test - Quizzes and exams Criteria for Success: 70% passing grade or higher in quizzes and exams</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 24 students complete the assessment activity for this SLO in Fall 2011 . 100% of the students met the criteria for the SLO. (03/10/2012)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (03/10/2012)</p>
<p>Service Style Identification - Differentiate between the various styles of service including: American (Pre-plated), English (Family), Russian (Platter), French (Gueridon).</p>	<p>Course Embedded Test - Quizzes, Exams, and Demonstration. Criteria for Success: 70% passing grade or higher in assessments. Students will also accurately demonstrate American, English, and Russian service.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Gathering data for this SLO is proving to be a challenge since the HRM program did not have a facility to use as a student service lab to conduct demonstrations and adequately evaluate students, until Spring 2012. (03/10/2012)</p>	<p>Use of Results : We'll need to wait until the end of Spring 2012 to begin getting any data for this SLO. (03/10/2012)</p>

1. Assessment Plan - Four Column



Certificate: Hospitality: Hospitality Management - Level I - E1332

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Career Portfolio - Students completing the Hospitality Management - Level 1 Certificate (E1332) will be able to utilize acquired classroom knowledge and skills to explore job opportunities in the hospitality industry and develop a career portfolio.</p>	<p>Portfolio - Career Development Portfolio Criteria for Success: Submission of a completed Career Development Portfolio and receiving a grade of "C" or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 71 students completed the assessment activity for this SLO between fall 2010 and spring 2011. 82% of the students met the criteria for the SLO and earned a grade of 80% or higher. (08/22/2012)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (08/22/2012)</p>
<p>Service Style Identification - Students completing the Hospitality Management - Level 1 Certificate (E1332) will be able to differentiate between the various styles of service including: American (Pre-plated), English (Family), Russian (Platter), French (Gueridon).</p>	<p>Other - Quizzes, Exams, and Demonstration. Criteria for Success: 70% passing grade or higher in assessments. Students will also accurately demonstrate American, English, and Russian service.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Gathering data for this SLO is proving to be a challenge since the HRM program still does not have a facility to use as a student service lab to conduct demonstrations and adequately evaluate students. (08/22/2012)</p>	<p>Use of Results : Once the service lab is returned back to the HRM program after the kitchen's renovations are complete, we should be able to better assess this SLO. (08/22/2012)</p>
<p>Front Desk Staffing and Scheduling - Students completing the Hospitality Management - Level 1 Certificate (E1332) will be able to identify staffing needs for a hotel Front Desk based on occupancy, level of activity, and budget constraints.</p>	<p>Course Embedded Test - Quizzes and exams. Criteria for Success: 70% passing grade or higher in quizzes and exams.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 53 students were assessed in Fall and Winter and 81% of them met the criterion. (08/22/2012)</p>	<p>Use of Results : Continue employing the same pedagogy of explaining, demonstrating, and allowing students to practice solving small problems before moving on to complicated problems. A key factor is utilizing problems and case-studies with applied math relevant to the hospitality industry. (08/22/2012)</p>
<p>Room Rates - Students completing the Hospitality Management - Level 1 Certificate (E1332) will be able to</p>	<p>Course Embedded Test - Quizzes and exams. Criteria for Success: 70% passing</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met 53 student were assessed in Fall and Winter and only 63%</p>	<p>Use of Results : This is one of the more complex topics covered in and the results obviously indicate</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
establish room rates based on desired profits using the Hubbart formula.	grade or higher in quizzes and exams.	met the criterion. (08/22/2012)	that a number of students are still struggling with the concepts and formulas involved. More time and practice problems should be dedicated to this SLO to ensure that a greater number of students comprehend the topic and meet the established criterion. (08/22/2012)

1. Assessment Plan - Four Column



Certificate: Hospitality: Hospitality Management - Level II - L1325

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Performance Evaluation and Discipline - Students completing the Hospitality Management - Level 2 Certificate (L1325) will be able to conduct an employee: interview, performance evaluation, and apply effective discipline techniques.</p>	<p>Focus Group - Case-studies Criteria for Success: 90% accuracy or higher in conducting employees performance appraisals and discipline based on case-study data.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 72 students complete the assessment activity for this SLO in fall 2010 and fall 2011. 97% of the students met the criteria for the SLO. (08/22/2012)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (08/22/2012)</p>
<p>Income Statement - Students completing the Hospitality Management - Level 2 Certificate (L1325) will be able to develop an Income (P&L) Statement for a hospitality operation.</p>	<p>Course Embedded Test - Quizzes and exams. Criteria for Success: 70% passing grade or higher in quizzes and exams.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met 27 students complete the assessment activity for this SLO in Fall 2010. 56% of the students met the criteria for the SLO. (08/22/2012)</p>	<p>Use of Results : Although the SLO was met by 56% of students, this figure is below the expectations of the program. To address this issue, students will be provided with more opportunities to practice developing financial statements in class. (08/22/2012)</p>
<p>Civil Case Analysis - Students completing the Hospitality Management - Level 2 Certificate (L1325) will be able to analyze a civil case related to the hospitality industry and determine the facts, elements of negligence, possible consequences and outcomes</p>	<p>Other - Case-study. Students will analyze a civil suit against a hospitality business and complete a detailed report on the case. Criteria for Success: Report will be evaluated based on quality of analysis, accuracy, format, and presentation. Passing grade for the assignment is 70%.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 53 students completed this activity during Fall 2010 and Spring 2011. 89% of these students successfully met the criterion. (08/22/2012)</p>	<p>Use of Results : In addition to the content provided on this SLO through lectures, notes, and text, this particular SLO is also supplemented with a video covering the topic that students may view as frequently as they wish. The use of videos and unlimited access to the content seems to be helpful in aiding the students in understanding the topic. (08/22/2012)</p>

1. Assessment Plan - Four Column



Certificate: Hospitality: Restaurant Management - Level I - E1333

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Career Portfolio - Students completing the Restaurant Management - Level 1 Certificate (E1333) will be able to utilize acquired classroom knowledge and skills to explore job opportunities in the hospitality industry and develop a career portfolio.</p>	<p>Portfolio - Career Development Portfolio Criteria for Success: Submission of completed a Career Development Portfolio and receiving a grade of "C" or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 71 students completed the assessment activity for this SLO between fall 2010 and spring 2011. 82% of the students met the criteria for the SLO and earned a grade of 80% or higher. (08/22/2012)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (08/22/2012)</p>
<p>Foodborne Illness Outbreak - Students completing the Food Services Certificate (E1390) will be able to identify and Determine the presence of foodborne-illnesses causing outbreaks.</p>	<p>Course Embedded Test - Quizzes and exams Criteria for Success: 70% passing grade or higher in quizzes and exams</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 24 students complete the assessment activity for this SLO in Fall 2011 . 100% of the students met the criteria for the SLO. (08/22/2012)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (08/22/2012)</p>
<p>Service Style Identification - Students completing the Restaurant Management - Level 1 Certificate (E1333) will be able to differentiate between the various styles of service including: American (Pre-plated), English (Family), Russian (Platter), French (Gueridon).</p>	<p>Course Embedded Test - Quizzes, Exams, and Demonstration. Criteria for Success: 70% passing grade or higher in assessments. Students will also accurately demonstrate American, English, and Russian service.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Gathering data for this SLO is proving to be a challenge since the HRM program still does not have a facility to use as a student service lab to conduct demonstrations and adequately evaluate students. (08/22/2012)</p>	<p>Use of Results : Once the service lab is returned back to the HRM program after the kitchen's renovations are complete, we should be able to better assess this SLO. (08/22/2012)</p>
<p>Internship Goals - Students completing the Restaurant Management - Level 1 Certificate (E1333) will be able to develop measurable skill-based learning objectives, which they will attain at the end of their work experience</p>	<p>Other - Evaluation of students documented learning objectives. Criteria for Success: Student must develop a minimum of 3 measurable learning objectives of new skills that they wish to attain.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of of students meet all measurable objectives established at the beginning of the internship and received a cumulative evaluation score from the work site of good or higher. (08/22/2012)</p>	<p>Use of Results : The work-experience orientation meeting that's held at the beginning of each semester has proved to be a necessity in ensuring that students and employers have a clear understanding of their roles</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

period.

and expectations during the internship period. The work site visit (or virtual contact) conducted by the work-experience faculty supervisors provides an opportunity for faculty and employers to address any areas of concerns that may arise during the students internship.
(08/22/2012)

1. Assessment Plan - Four Column



Certificate: Hospitality: Restaurant Management - Level II - E0343

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Mise en plan - Plan a food production schedule and assemble the tools, equipment, and ingredients required to produce a recipe in an organized and efficient manner.</p>	<p>Other - Lab evaluation Criteria for Success: Complete a lab evaluation for one of the dishes prepared in class utilizing the correct cooking tools and equipment safely. Students must receive a minimum of 70% evaluation to pass</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 96% of students met the criterion by earning a grade of 70% or higher. The data was gathered in Fall 2011 and is based on sample size of 25 students (08/22/2012)</p>	<p>Use of Results : The data sample size is too small and needs to be expanded. One of the problems with being able to gather data for this course is that in the past it has only been offered once a year due to budget constraints and class cuts. However, we're working towards trying to offer this course 2-3 times a year. (08/22/2012)</p>
<p>Menu Engineering - Analyze the popularity and profitability of a menu.</p>	<p>Other - Assignment Criteria for Success: 75% of students completing this activity will earn a 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 25 students completed this activity Spring 2011. 100% of these students successfully met the criterion. (08/22/2012)</p>	<p>Use of Results : Continue employing the same pedagogy of explaining, demonstrating, and allowing students to practice solving small problems before moving on to complicated problems. A key factor is utilizing problems and case-studies with applied math relevant to the hospitality industry. (08/22/2012)</p>
<p>Cost Volume Analysis - Students completing the Restaurant Management - Level 2 Certificate (L1319) will be able to conduct break-even analysis on a food & beverage facility and conduct cost volume analysis to determine number of customers required to attain desired</p>	<p>Course Embedded Test - Case-studies, quizzes and exams. Criteria for Success: 70% passing grade or higher in quizzes and exams</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met 57 students completed this activity during Summer 2010 and Spring 2011. 67% of these students successfully met the criterion. (08/22/2012)</p>	<p>Use of Results : This is one of the more complex topics covered in and the results obviously indicate that a number of students are still struggling with the concepts and formulas involved. More time and practice problems should be dedicated to this SLO to ensure</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

profits.

that a greater number of students comprehend the topic and meet the established criterion.
(08/22/2012)

1. Assessment Plan - Four Column



Certificate: Infant/Toddler Development - T1318

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Promoting Child Development and Learning (Copy) - Students completing the Certificate: Infant and Toddler Development (T1318) will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.</p> <p>Start Date (Optional): 04/01/2013</p>	<p>Other - Students will complete 10 hours of observations (5 observations; 2 hours each). An Observation Packet based on the 10 Principles of Caregiving Practices will be given to each observing student. Students will complete their observation assignment at a licensed child development center where they can observe young children from the age of birth to 3 years of age.</p> <p>Criteria for Success: An estimated 70% of students enrolled in CHLD 73 will complete the observation assignment</p>		
<p>Building family and community relationships (Copy) - Students completing the Certificate: Infant and Toddler (T1318) will understand that successful programs depend upon partnerships with 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.</p> <p>Start Date (Optional): 04/01/2013</p>	<p>Focus Group - Students will participate in open dialogues and reflections based on instructional videos, professional articles and excerpts of resource book chapters presented in small focus groups</p> <p>Criteria for Success: 70% of students enrolled in this course will participate, contribute and document their reflections on a standardized handout to achieve a passing grade on this assignment</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 98% of students enrolled in CHLD 73 completed this assignment successfully with a passing grade of C or better (04/01/2013)</p>	<p>Use of Results : The need for updated media equipment is essential to the continued success of this assignment and for the student. Additionally, the media equipment must be "closed captioned" in accordance to MtSAC policy A Resource Library and Child Development Student Learning Center is crucial to continue the opportunity to bring the latest and most up-to-date reading and</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

media materials to students.
The budget restraints and increasing prices of duplication will cause some delays for students in completing this focus group weekly assignment
The need for I-PADs, or Tablets would greatly reduce most issues of viewing documents, academic journals and providing closed captioned DVD's (04/01/2013)

1. Assessment Plan - Four Column



Certificate: Information and Operating Systems Security - E0731

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Firewalls and Border security - Students completing the Information and Operating Systems Security Certificate (E0731) will be able to strengthen security of any operating system by installing Firewall</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Students should understand installation and principles of firewall and be able to install firewall on the computer</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of students earned grade 80% or higher on this assesment (05/14/2013)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (05/14/2013)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 70% of students earned grade of 80% or higher when completing assesment of installing firewall. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (02/25/2011)</p>
<p>Wireless security - Students completing the Information and Operating Systems Security Certificate (E0731) will be able to install safe and secure wireless network using computers with different operating systems (Windows, Mac etc.).</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Identify steps in the process of installation of the network and steps in making it secure</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 65% of students earned grade 80% or higher on this assessment (05/14/2013)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (05/14/2013)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 70% of students earned grade of 80% or higher when completing this assessment. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (02/25/2011)</p>

1. Assessment Plan - Four Column



Certificate: Interior Design Kitchen and Bath Specialization - T0306

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Design - Students will successfully design a kitchen based NKBA standards.</p>	<p>In a final project, students will be evaluated on a rubric in the area of design. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of design.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (4 out of 4 students) received a score of at least 70%. (03/06/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (03/06/2013)</p>
		<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of students (6 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Accuracy - Students will successfully meet program requirements.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of accuracy. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of accuracy.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (4 out of 4 students) received a score of at least 70%. (03/06/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (03/06/2013)</p>
		<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of students (6 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Craftsmanship - Students will successfully demonstrate craftsmanship skills in the presentation of the final project.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of craftsmanship. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of accuracy.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (4 out of 4 students) received a score of at least 70%. (03/06/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (03/06/2013)</p>
		<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (8 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>

1. Assessment Plan - Four Column



Certificate: Interior Design Level 1 - B0303

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Critical Thinking - Students will successfully use critical thinking in the utilization of materials in a space.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of critical thinking. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of critical thinking.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 76% of students (13 out of 17 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Accuracy - Students will accurately specify materials based on use.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of accuracy. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area accuracy.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 88% of students (15 out of 17 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Craftsmanship - Students will successfully demonstrate craftsmanship skills in the presentation of materials.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of craftsmanship. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of craftsmanship.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 82% of students (14 out of 17 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>

1. Assessment Plan - Four Column



Certificate: Interior Design Level 2 - T0304

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Design - Students will successfully design a space based on a concept.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of design. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of design.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 78% of students (7 out of 9 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Accuracy - Students will successfully meet program requirements.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of accuracy. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of accuracy.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 89% of students (8 out of 9 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Craftsmanship - Students will successfully demonstrate craftsmanship skills in the presentation of a space.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of craftsmanship. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of craftsmanship.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 78% of students (7 out of 9 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>

1. Assessment Plan - Four Column



Certificate: Interior Design Level 3 - T0305

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Design - Students will successfully design a space based on a concept.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of design. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of design.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of students (6 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Accuracy - Students will successfully meet program requirements.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of accuracy. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of accuracy.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of students (6 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Craftsmanship - Students will successfully demonstrate craftsmanship skills in the presentation of a space.</p>	<p>In a final project, students will be evaluated on a rubric in the area of craftsmanship. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of craftsmanship.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (8 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>

1. Assessment Plan - Four Column



Certificate: Interior Landscaping - L0106

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Professional Conduct - Students completing the Interior Landscaping certificate will demonstrate professional conduct in the industry. Start Date (Optional): 10/15/2011</p>	<p>Other - Students will be evaluated by instructor and project clients on their professional behavior during a class landscape design project</p> <p>Criteria for Success: 70% of students will receive a score of 70% or higher on the professionalism portion of their interior landscape project score.</p> <p>Schedule: This will be assessed annually in December</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 77% of students received a score higher than 70% on the professionalism portion of their interior landscape project score in Fall 2010. (09/07/2012)</p>	<p>Use of Results : Since the students met the standard, I am revising the criteria from 70% to 80% to aim for even higher results in the future. (10/15/2011)</p> <p>Follow-Up: More discussion of professionalism was added to the lecture during discussion of the landscape design project to give students clear expectations. (09/07/2012)</p>
<hr/>			
<p>Customer Relations - Students completing the Interior Landscaping Certificate will be able to demonstrate competency in one on one customer relations.</p>			
<hr/>			
<p>Professional Oral Presentation - Students completing Interior Landscaping Certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Introduction to Computer Information Technology - E0712

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Primary Operations of a Computer - Students completing the Introduction to Computer Information Technology Certificate (E0712) will know the four primary operations of a computer and the hardware that performs these operations.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/10/2011</p>	<p>Standardized Test - Explain the four primary operations of a computer. For each operation list two hardware devices that perform that operation.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 72% of the students earned a score of 80% or higher (01/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (01/25/2011)</p>
<p>Defining Internet Terms - Students completing the Introduction to Computer Information Technology Certificate (E0712) will be able to define the following Internet terms: Internet, World Wide Web, browser, IP address, URL</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/10/2011</p>	<p>The students will write a paragraph about a time that they used the Internet. The paragraph must contain the terms Internet, World Wide Web, browser, IP address, and URL. Each time the student uses one of these terms, she must also briefly define it.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 80% of the students earned a grade of 80% or higher. (01/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (01/25/2011)</p>
<p>Computer Security Strategies - Students completing the Introduction to Computer Information Technology Certificate (E0712) will be able to identify five ways to protect a computer from harmful attacks.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/10/2011</p>	<p>Standardized Test - List five strategies and/or technologies that will protect a computer from harmful attacks. For each strategy, explain one type of security attack that the strategy or technology might prevent.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 92% of the students earned a grade of 80% or higher. (01/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (01/25/2011)</p>

1. Assessment Plan - Four Column



Certificate: Landscape and Park Maintenance - T0108

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Integrated Pest Management Program - Certificate completers will be able to formulate and implement a complete Integrated Pest Management program for a specific site</p> <p>Start Date (Optional): 08/01/2011 End Date (Optional): 06/30/2012</p>	<p>Other - Written term project along with an oral presentation of the term project</p> <p>Criteria for Success: 70% of Certificate completers will score 80% or better on the term project in AGOR 24.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>During the assessment period, 81% of AGOR 24 completers scored 80% or better on the term project. (09/07/2012)</p>	<p>Use of Results : This assessment method will be revisited in the future after other assessment methods have been incorporated and evaluated. (09/07/2012)</p>
<p>Professional Conduct - Students completing the certificate will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Landscape Construction - L0393

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
Contracts - Students completing the certificate will be able to prepare and implement a Home Improvement Contract.			
Functional Design - Certificate completers will be able to evaluate a site and develop a functional design that meets client criteria			
Operating Fundamentals - Students completing this certificate will be able to demonstrate fundamentals of operating tractors and equipment covered in class			
Landscape Construction Tools - Students completing this certificate will be able to identify and correctly use the proper tool needed for landscape projects.			

1. Assessment Plan - Four Column



Certificate: Landscape Design I - L0109

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
Functional Design - Certificate completers will be able to evaluate a site and develop a functional design that meets client criteria			
Landscape Construction Tools - Students completing this certificate will be able to identify and correctly use the proper tool needed for landscape projects.			
Binomial nomenclature - Certificate completers will be able to explain the binomial method of plant nomenclature.			
Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation			
Soil analysis and recommendations - Certificate completers will be able to evaluate the soil conditions at an existing site and make specific recommendations for the immediate and long-term correction of all problems			

1. Assessment Plan - Four Column



Certificate: Landscape Design II -

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
Functional Design - Certificate completers will be able to evaluate a site and develop a functional design that meets client criteria			
Landscape Construction Tools - Students completing this certificate will be able to identify and correctly use the proper tool needed for landscape projects.			
Binomial nomenclature - Certificate completers will be able to explain the binomial method of plant nomenclature.			
Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation			
Soil analysis and recommendations - Certificate completers will be able to evaluate the soil conditions at an existing site and make specific recommendations for the immediate and long-term correction of all problems			
Soft Skills - Students successfully completing this certificate will be able to make a professional landscape design presentation to a customer			

Technical Proficiency - Students completing this certificate will be technically proficient at computer aided design (cad)

1. Assessment Plan - Four Column



Certificate: Landscape Equipment Technology - T0117

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Small Engine Overhaul - Students completing the certificate will learn engine disassembly, evaluation of components, and reassembly of small air-cooled gasoline engine</p> <p>Start Date (Optional): 08/01/2011 End Date (Optional): 06/30/2012</p>	<p>Course Embedded Test - Multiple choice, identification test and matching item to description</p> <p>Criteria for Success: 90% of course completers will score 80% or higher on identification test.</p>	<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>98% have scored 80% or higher on engine overhaul (09/07/2012)</p>	<p>Use of Results : Due to the successful completion of the students, we will revisit this slo in the future after assessing other slos (09/07/2012)</p>
<p>Professional Conduct - Students completing the certificate will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Landscape Irrigation - L0110

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Functional Design - Certificate completers will be able to evaluate a site and develop a functional design that meets client criteria Start Date (Optional): 08/01/2011 End Date (Optional): 06/30/2012</p>	<p>Other - Course completers will be able to evaluate a site and develop a functional design that meets client criteria Criteria for Success: 80% of the students will earn 70% or higher on the irrigation design project</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 85% of the students passed the identification of the irrigation components exam Assessment of this criteria has been met and will continue the assess this criteria (09/07/2012)</p>	<p>Use of Results : This slo will be revisited after other slo's for the program are assessed (09/07/2012)</p>
<p>Professional Conduct - Students completing the certificate will demonstrate professional conduct in the industry. Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing this certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Livestock Management - T0103

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical proficiency - Certified Students of the Agriculture Program will be technically proficient. Start Date (Optional): 03/22/2012</p>	<p>Other - Students will design a production/business plan for the swine, beef and sheep production courses. Criteria for Success: 85% of the students successfully completing the livestock production courses will achieve a score of 70% or greater on their production/business plans. Schedule: every time the courses are offered.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Beefproduction is currently being offered and will be accessed at the end of the semester. The remaining courses will be accessed when they are offered. (09/07/2012)</p>	<p>Use of Results : Beefproduction is currently being offered and will be accessed at the end of the semester. The remaining courses will be accessed when they are offered. (09/07/2012)</p>
<p>Animal Welfare - Completers of this program will address animals welfare requirement when designing and implementing a livestock management system.</p>			

1. Assessment Plan - Four Column



Certificate: Marketing Management - L0510

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>97.50% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2012-13</p> <p>Summary of Data Type: Criterion Met</p> <p>75% of the students assessed appeared to be able understand the basic skills necessary to understand 4P's to assist the store manager in daily marketing routines (04/17/2013)</p>	<p>Use of Results : While a higher success rate is anticipated in the future, we can demonstrate to employers that the vast majority of our students are gaining the essential skills needed to succeed in marketing. It is hoped now that BUSS and FASH courses are no longer stacked, we will be better able to assess our students success. (04/17/2013)</p>
<p>BUSS 35 - SLO 1 - I am able to list the characteristics of a successful salesperson</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>96.55% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2012-13</p> <p>Summary of Data Type: Criterion Met</p>	<p>Use of Results : While a higher success rate is anticipated in the</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>75% of students completing BUSS 33, 36 and 50 are demonstrating the skills to implement product strategies, pricing strategies, promotion strategies, and distribution strategies for products and services. (04/17/2013)</p>	<p>future, we can demonstrate to employers that the vast majority of our students are gaining the essential skills needed to succeed in marketing. It is hoped now that BUSS and FASH courses are no longer stacked, we will be better able to assess our students success. (04/17/2013)</p>
<p>BUSS 36 - SLO 1 - I have developed a working knowledge of marketing terminology Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>

1. Assessment Plan - Four Column



Certificate: Microcomputer Productivity - L0336

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Formatting a Worksheet - Students completing the Certificate in Microcomputer Productivity (L0702) will be able to properly format a worksheet, ensuring that it looks professional</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/10/2011</p>	<p>Other - An assignment will be used to test the student's ability to properly format a worksheet according to predetermined criteria. Criteria for Success: 80% of students will rate 70% or better on an assignment that requires they apply appropriate formatting, including using Styles for consistency, conditional formatting, merging, and setting appropriate number formats.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met In an appropriate assignment given out, 87% of students received 73% or above. The average for ALL students was 82.7%. (01/28/2011)</p>	<p>Use of Results : This will be tested in the next two semesters to see if the percentages remain consistent with this first test class. (01/28/2011)</p>
<p>Use formulas and functions - Students completing the Certificate in Microcomputer Productivity (L0702) will be able to effectively use formulas and functions in worksheets.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/10/2011</p>	<p>Other - An assignment will be used to test the student's ability to properly format a worksheet according to predetermined criteria. Criteria for Success: 80% of students will rate 70% or better on an assignment that requires they apply appropriate formatting, including using Styles for consistency, conditional formatting, merging, and setting appropriate number formats.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met In an appropriate assignment given out, only 34% of students received 70% or above. Eleven out of 23 students did not turn this assignment in, which was the largest determining factor in the low percentage of students getting 70 or above. Of the students that turned in the assignment, 67% of these students received 70% or above.</p>	<p>Use of Results : This SLO will be tested in the spring to determine if the percentages remain similar to those in the fall semester. More time will be taken to review this material in Spring 2011 to determine if that results in better scores. (01/28/2011)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
	<p>an amortization schedule. This schedule will incorporate various financial functions and the proper use of relative and absolute references.</p>	<p>(01/28/2011)</p>	

1. Assessment Plan - Four Column



Certificate: Nursery Management - L0107

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Professional Conduct - Students completing the certificate will be able to demonstrate professional conduct. Start Date (Optional): 06/25/2012</p>	<p>Course Embedded Test - Students completing this certificate will be able to explain the organizational structure of the nursery industry in a written exam. Criteria for Success: 70% of students will be able to accurately explain the organizational structure of the nursery industry (by scoring 80% or higher on this section) on a written exam.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 82% of students accurately explained the organizational structure of the nursery industry (by scoring 80% or higher on this section) on a written exam during the assessment period (10/07/2012)</p>	<p>Use of Results : Due to the successful completion of this assessment method, a new assessment method will be studied (10/07/2012)</p>
<p>Technical Proficiency - Students completing the certificate will be technically proficient. Start Date (Optional): 06/25/2012</p>	<p>Course Embedded Test - Students successfully completing this certificate will be able to install a complete low flow irrigation system Criteria for Success: 80% of the students will earn a 70% or higher on the Drip and lowflow installation project</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 90% of the students earned a 70% or higher on the Drip and lowflow installation project (10/07/2012)</p>	<p>Use of Results : Due to the successful completion of this assessment, a new assessment method will be implemented (10/07/2012)</p>
<p>Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Nutrition - E0353

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Self Evaluation - Students completing the Nutrition Certificate will be able to demonstrate meaningful self-evaluation of their current food choices related to increasing their lifelong personal wellbeing.</p> <p>Start Date (Optional): 04/01/2009 End Date (Optional): 04/15/2011</p>	<p>Other - An assignment will be given to the students that will allow them to collect data on and evaluate their food choices. A score of 0 will be assigned to indicate Below Expectations, 1 for Meets Expectations, and 2 for Exceeds Expectations.</p> <p>Criteria for Success: Students will meet expectations by scoring a "1" or more in at least two categories: Quality of Information Collection; Analysis of Information; Application.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met Of 130 students completing assignment (3 sections), 120 (92%) met criterion. Ten students (8%) did not meet criterion. Seven students did not complete the assignment. (03/25/2011)</p> <hr/> <p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met Of 114 students completing assignment (4 class sections), 107 (94%) received a 70% or higher. Seven students (6%) did not meet criterion. (13 students did not complete assignment.) (03/25/2011)</p> <hr/> <p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met Of 19 students completing the assignment, 19 (100%) earned 70% or better on the assignment. (03/25/2011)</p>	<p>Use of Results : Criterion met. Continue assessment. Elicit suggestions from adjunct faculty and train in data collection. Reevaluate 2011-12. (03/25/2011)</p> <hr/> <p>Use of Results : See below. (03/25/2011)</p> <hr/> <p>Use of Results : See below. (03/25/2011)</p>
<p>Practical Skills - Students completing the Nutrition Certificate will demonstrate proficiency in practical skills, such as using kitchen equipment properly and demonstrating proficiency in appropriate technology.</p> <p>Start Date (Optional): 01/26/2014 End Date (Optional): 06/13/2014</p>	<p>Course Embedded Test - Practical Skills SLOs from NF 1, NF 20, NF 25 and NF 25H will be pooled.</p> <p>Criteria for Success: 70% of students will Meet or Exceed Expectations.</p> <p>Schedule: Spring 2014</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met This is a Program SLO with a very wide range of topics. However, the Advisory Committee considers computer proficiency as being very important, and most of these SLOs included using a specialized computer program such as Diet Analysis software, Powerpoint, or Prezi. (06/11/2014)</p> <p>Related Documents: 2014 Use of Results NF Program SLOs.doc</p>	
<p>Career Communication - Students completing the Nutrition Certificate E0353 will be able to use acquired knowledge and skills to evaluate</p>	<p>Survey - Students will be given an assignment in which they identify key contact information and requirements for the internship,</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met Of 28 students, 20 (71%) met or exceeded expectations. 7 (25%) did not complete the assignment. (06/11/2014)</p>	<p>Use of Results : Although criterion was met, the number of non-completers was troubling. The need for computer access, and the</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>potential transfer and internship sites.</p> <p>Start Date (Optional): 08/24/2014 End Date (Optional): 06/12/2015</p>	<p>describe what they liked about the internship, and evaluate their potential for getting into the internship. A score of <14 will be assigned to indicate Below Expectations, 14-15 for Meets Expectations, and 16-20 for Exceeds Expectations.</p> <p>Criteria for Success: 70% of students will meet or exceed expectations. Schedule: Spring 2014</p>		<p>importance of the internship for their future, should be heavily stressed at the start of the semester. (06/11/2014)</p> <p>Use of Results : Although criterion was met, the number of non-completers was troubling. The need for computer access, and the importance of the internship for their future, should be heavily stressed at the start of the semester. (06/11/2014)</p>

1. Assessment Plan - Four Column



Certificate: Office Computer Applications - K8062

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Use of Software - Students in Creative Computing course will complete a class project demonstrating their ability to use software applications for creative computing.</p> <p>Start Date (Optional): 09/01/2012 End Date (Optional): 06/30/2013</p>	<p>Other - Creative computing classes will complete a project displaying ability to use software applications for creative computing. The instructor will collect and evaluate class recording results on a rubric.</p> <p>Criteria for Success: 50% of the students will display proficient ability of software applications for creative computing.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met During the Fall 2011 semester 55% of the students tested were advanced, 15% were proficient, while 30% were emerging in the use of software applications for creative computing. (09/04/2012)</p>	<p>Use of Results : Will schedule a meeting with computer faculty during the winter intersession to discuss and improve the SLO process. (09/04/2012)</p>
<p>Internet Search - Students in Internet Research - An Introduction will complete a class project displaying the students Internet search techniques.</p> <p>Start Date (Optional): 09/01/2012 End Date (Optional): 06/28/2013</p>	<p>Other - Instructors will evaluate students project for proper Internet search techniques. Evaluations will be recorded on a rubric and turned in at the end of the semester.</p> <p>Criteria for Success: 50% of the students will be proficient based on the rubric.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met During the Fall 2011 semester 32% of the students tested were advanced, 43% were proficient, while 25% were emerging in internet search techniques. (09/04/2012)</p>	<p>Use of Results : Will schedule a meeting during the winter intersession with computer faculty to discuss and improve SLO process. (09/04/2012)</p>
<p>Computerized office environment employment - Students completing the Office Computer Applications Certificate will be prepared for employment in a computerized office environment</p> <p>Start Date (Optional): 08/24/2015 End Date (Optional): 12/11/2015</p>			

1. Assessment Plan - Four Column



Certificate: Park Management - T0186

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical Proficiency - Students completing the certificate will be technically proficient</p> <p>Start Date (Optional): 08/22/2011 End Date (Optional): 10/01/2012</p>	<p>Course Embedded Test - Students completing this course will be able to summarize policies regarding recreational activities, park planning and facility operations.</p> <p>Criteria for Success: 80% of the students completing this course will score at least 80% on this written report.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 95% of the students completing this course scored at least 80% on this written report. (10/07/2012)</p>	<p>Use of Results : Due to the successful completion of this assessment method a new assessment method will be studied (10/07/2012)</p>
<p>Professional Conduct - Students completing the certificate will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Pet Science - T0104

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Common species and breeds - Pet Science certificate completers should be able to identify the common species & breeds of livestock</p> <p>Start Date (Optional): 08/22/2011 End Date (Optional): 10/01/2012</p>	<p>Course Embedded Test - Students will need to identify all the common species & breeds, by picture along with a distinguishing characteristic</p> <p>Criteria for Success: 70% of the certificate completers will be able to identify 75% of all common breeds & species</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 82% of the certificate completers were able to identify 75% of all common breeds & species (10/07/2012)</p>	<p>Use of Results : Due to the successful completion of this assessment method, a new assessment method will be studied. (10/07/2012)</p>
<p>Identify common breeds of small animals - Students completing this program should be able to Identify common breeds of small animals</p> <p>Start Date (Optional): 10/11/2012 End Date (Optional): 12/11/2013</p>	<p>Course Embedded Test - Students will identify the breeds animals on an examination in the related courses</p> <p>Criteria for Success: 70% of the students will pass this portion of the exam with a score of 75% or more.</p>		
<p>Animal Welfare - Students completing a certificate in Pet Science will be able to address animal welfare requirements when designing and implementing an animal management system.</p> <p>Outcome Status: Inactive</p>			

1. Assessment Plan - Four Column



Certificate: Photography - Level II - T0349

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Portfolio - Students will create a portfolio of 20-25 pieces. Start Date (Optional): 10/07/2010 End Date (Optional): 06/30/2011</p>	<p>Portfolio - The portfolio images will be reviewed for the quality, content and number of pieces. Image quality is based on sharpness, exposure, contrast, color and coherent concept. Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, showcasing a professional photographic portfolio.</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met During Spring, 2014, 13 students took the Portfolio class (Phot 28) and all 13 successfully completed professional portfolios. It should be noted that students may elect to take ARTC 290 to complete their portfolio, therefore, the 13 students above do not represent the total number of photography students completing portfolios. (06/30/2014)</p>	<p>Use of Results : The photography faculty feels this is an accurate method of assessment and plans to continue this assessment next year (06/30/2014)</p>
<p>Core Photography Skills - Students in Photography will know two core skills of exposure control, i.e. f/stop and shutter control. (07-08)(09-10) (10-11) (11-12) Start Date (Optional): 09/01/2010 End Date (Optional): 06/01/2011</p>	<p>Course Embedded Test - A four-question test is given to students to identify their knowledge of core skills of exposure: standard f/stops, function of the f/stop, standard shutters and function of the shutter. Criteria for Success: At least 75% of students tested will score 75% or higher on the test Schedule: Fall 2010-Spring 2011</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met During the 2013-14 academic year, 413 students took the test, and 354 passed with 75% score or higher, representing a pass rate of 86%. (06/30/2014) Related Documents: SLO's results 2013-14</p> <hr/> <p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met Between Fall 2010 and Fall 2011 the test was given to students in Phot 10, 11, 14, and 17. A total of 178 students took the test and 136 passed (scoring 75% or greater on the test). This is a pass rate of 75%. (03/03/2012) Related Documents: 2010-2011 SLO Results SLO #1 Results 2010-F2011</p>	<p>Use of Results : The photography faculty feels that this is an accurate method of assessment and plans to continue this SLO next year. (06/30/2014)</p> <hr/> <p>Use of Results : We feel that this is an effective assessment and will continue it's use. (03/03/2012) Use of Results : We feel that this is an effective assessment and plan to continue to use it in most of our courses (03/03/2012)</p>
<p>Assess Learning Styles - Assess</p>	<p>Survey - An online learning styles</p>	<p>Summary of Data Collection Period: 2010-11</p>	

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>learning modality preferences using previous Core Skill SLO's. (09-10) (10-11) (11-12)</p> <p>Start Date (Optional): 05/01/2010 End Date (Optional): 05/01/2011</p>	<p>survey will be given.</p> <p>Criteria for Success: At least 50% of students will identify with the same learning style</p> <p>Schedule: Fall 2010-Spring 2011</p>	<p>Summary of Data Type: Criterion Not Met</p> <p>98 students took the survey during the Fall 2010, Spring 2011 and Fall 2011 semesters. Five main learning styles were identified: Visual/Non-Verbal, Tactile/Kinesthetic, Visual/Verbal, Auditory/Verbal and "Balance of all four". Our results showed that 38% of students prefer Visual/Non-Verbal learning, followed closely by 33% of student preferring Tactile/Kinesthetic learning. 14% were a "Balance of all four" and Visual/Verbal and Auditory/Verbal each had fewer than 10% respondents. (12/01/2011)</p> <p>Related Documents: Learning Styles Results 2012</p>	<p>Use of Results : Our criteria of at least 50% of students with the same learning style was not met. However, we did gain valuable information and plan to adjust our teaching methods to include more Visual and Kinesthetic learning. (03/03/2012)</p>
<hr/>			
<p>Assess Learning Styles_1 - Assess learning modality preferences using previous Core Skill SLO's. (09-10) (10-11)</p> <p>Start Date (Optional): 05/01/2010 End Date (Optional): 05/01/2011</p>			
<hr/>			
<p>Advanced Skills - Students will demonstrate advanced photographic skills including studio and location lighting and use of large and medium format cameras.</p> <p>Start Date (Optional): 02/24/2014 End Date (Optional): 06/12/2015</p>			

1. Assessment Plan - Four Column



Certificate: Photography Digital Technician- L0300

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Core Photography Skills - Students in Photography will know two core skills of exposure control, i.e. f/stop and shutter control. (07-08)(09-10) (10-11) (11-12)</p> <p>Start Date (Optional): 04/03/2010 End Date (Optional): 06/20/2012</p>	<p>Course Embedded Test - A four question test will be given to assess student's knowledge of standard f/stops, the two functions of the f/stop, standard shutter speeds, and the two functions of the shutter.</p> <p>Criteria for Success: At least 75% of students will score 75% or higher on the test.</p> <p>Schedule: Ongoing</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met During the 2013-14 academic year, 413 students took the test, and 354 passed with 75% score or higher, representing a pass rate of 86%. (06/30/2014)</p> <p>Related Documents: SLO results 2013-14</p>	<p>Use of Results : The photography faculty feels that this is an accurate method of assessment and plans to continue this SLO next year. (06/30/2014)</p>
<p>Assess Learning Styles - Assess learning modality preferences using previous Core Skill SLO's. (09-10) (10-11) (11-12)</p> <p>Start Date (Optional): 05/01/2010 End Date (Optional): 06/20/2012</p>	<p>Survey - On online Learning Styles Survey will be given to students to determine the most effective teaching methods.</p> <p>Criteria for Success: For the results to be effective and give us ample information, 50% or more of students taking the survey will test at a similar learning style.</p> <p>Schedule: Ongoing</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met An online Learning Styles Survey was given to 98 students during F2010, S2011 and F2011 semesters. Five learning style categories were identified: Visual/Non-Verbal, Tactile/Kinesthetic, Visual/Verbal, Auditory/Verbal, and "Balance of all four". Our survey results indicate that 38% of our students are Visual/Non-Verbal Learners, 33% are Tactile/Kinesthetic learners. The other three categories produced minimal results. (03/03/2012)</p> <p>Related Documents: Learning Styles Results F2011</p>	<p>Use of Results : Although we did not meet our criteria of 50% of students identified with the same learning style, we find this data to be useful. We intend to modify our teaching methods to better accommodate Visual and Kinesthetic learners (03/03/2012)</p> <p>Use of Results : Our criteria was 50% or more of our students identifying with one Learning Style, therefore our criteria was not met. However, the survey results gave us valuable information to use in adjusting</p>

our teaching methods for greater student success. (03/03/2012)

Assess Learning Styles_1 - Assess learning modality preferences using previous Core Skill SLO's. (09-10) (10-11)

Start Date (Optional): 05/01/2010

End Date (Optional): 05/01/2011

Increase Completions - Increase number of students completing the certificate

Start Date (Optional): 09/01/2010

End Date (Optional): 09/01/2011

Other - Use campus data to determine number of completers
Criteria for Success: We hope to have at least 5 students complete the certificate between Fall 2010 and Fall 2011.

Summary of Data Collection Period: 2011-12

Summary of Data Type: Criterion Met

This is a new certificate, which was offered for the first time in Fall 2010. We are pleased that 8 students completed the program by Fall 2011. Therefore, we have exceeded our criterion. (03/03/2012)

Related Documents:

[Completions L0300](#)

1. Assessment Plan - Four Column



Certificate: Programming in C++ - L0794

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Create event-driven program, using Windows Forms - Students completing the Programming in C++ Certificate (L0794) will be able to create event-driven program, using Windows Forms.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - An assignment that requires use of Windows Forms and Controls will test the students ability to manage and program GUI</p> <p>Criteria for Success: 80% of students will rate 70% or better on the "Guessing Game" assignment that requires use of Windows Forms and Controls that have to be coded</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met In the Spring 2010 90% of students scored 90% or higher on this assignment (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (02/25/2011)</p>
<p>Connect C++ program to the database and incorporate SQL statements - Students completing the Programming in C++ Certificate (L0794) will be able to connect C++ program to the database and incorporate SQL statements into C++ code.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - A final project will be developed that will test the student's ability to control the database from the C++ program.</p> <p>Criteria for Success: 80% of students will rate 70% or better on a final project that allows user to control the database from the C++ program.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met In the Fall 2010 80% of students scored higher than 70% on this assignment (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance (02/25/2011)</p>

1. Assessment Plan - Four Column



Certificate: Programming in Visual Basic - E0335

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Display database data - Students completing Programming in Visual Basic Certificate (L0789) will be able to display data from related database tables.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 93% of the students completed an assignment successfully connecting to a database (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Update database - Students completing Programming in Visual Basic Certificate (L0789) will be able to update a SQL Server database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table.</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 79% of students successfully completed an assignment to update a database with related tables (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Web site/ database connectivity - Students completing Programming in Visual Basic Certificate (L0789) will be able to create a web site that accesses data from a database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Students will complete a programming project that requires them to create a web site that accesses data from a database.</p> <p>Criteria for Success: 75% of all advanced visual basic students will successfully access and display data from a database on a Web page</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 79% of students successfully completed an assignment connecting a database to a web page with Visual Basic.NET (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>

within a multiple page web site.

1. Assessment Plan - Four Column



Certificate: Radio Broadcasting: Behind the Scenes - T0606

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Transfer/Job Skills - Students will feel they have the skills required to either transfer to a 4-year program or obtain an entry-level behind-the-scenes job in the entertainment industry.</p> <p>Start Date (Optional): 10/23/2010 End Date (Optional): 06/17/2011</p>	<p>Survey - Student will be surveyed using an exit questionnaire.</p> <p>Criteria for Success: At least 75% of the students who qualify for a certificate will feel they have the skills required to transfer to a Bachelor's program in radio broadcasting, or obtain an entry-level behind-the-scenes job in broadcasting.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students surveyed felt that they had acquired the skills necessary. (03/22/2012)</p>	<p>Use of Results : The survey will be repeated to ensure consistency as more students graduate from the program. (03/22/2012)</p>
<p>Entry-level skills - Work in production, programming or a variety of other behind-the-scenes positions at a commercial radio station</p>			
<p>Outcome Status: Active</p>			
<p>Recording - Use studio equipment to record and edit a pre-recorded piece</p> <p>Outcome Status: Active</p>			
<p>Technical - Operate the studio equipment required to produce a live broadcast</p> <p>Outcome Status: Active</p>			
<p>Social Media - Use social media during a live radio show to engage with the audience</p> <p>Outcome Status: Active</p>			
<p>Producer - Develop and implement</p>			

ideas for a radio show

Outcome Status: Active

Programming - Develop a format for
a radio station

Outcome Status: Active

1. Assessment Plan - Four Column



Certificate: Radio Broadcasting: On the Air - T0605

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Transfer/Job Skills - Students will feel they have the skills required to either transfer to a 4-year program or obtain an entry-level on-air job in the entertainment industry.</p> <p>Start Date (Optional): 10/23/2010 End Date (Optional): 06/17/2011</p>	<p>Survey - Students will be surveyed using an exit questionnaire.</p> <p>Criteria for Success: At least 75% of the students who qualify for a certificate will feel they have the skills required to transfer to a Bachelor's program in radio broadcasting, or obtain an entry-level on-air job in broadcasting.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students surveyed felt that they had acquired the skills necessary. (03/22/2012)</p>	<p>Use of Results : The survey will be repeated to ensure consistency as more students graduate from the program. (03/22/2012)</p>

1. Assessment Plan - Four Column



Certificate: School Age Child - Specialization - T1314

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Interpret effective teaching and care practices - Students completing the School age Child-Specialization Certificate T1314 will use a wide array of developmentally appropriate approaches within the school-age care setting and understand the affects on the social, emotional, physical, cognitive and cultural development of the school age child.</p>			
<p>Promoting Child Development and Learning (Copy) - Students completing the Children's Program Certificate:General-Level I will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.</p>			
<p>Safety regulations - Students completing the School Age Child-Specialization Certificate T1314 will be able to evaluate School Age Program regulations, standards, policies.</p>			
<p>Tutorial Skills - Students completing the School Age Child - Specialization Certificate T1314 will understand and</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with school age children and support their school assignments.

Theories of Development - Students completing the School Age Child-Specialization Certificate T1314 will analyze principles of human development theories as they specifically relate to the school-age child's growth and development.

Use content knowledge to build meaningful curriculum - Students completing the School Age Child Specialization Certificate T1314 will understand the importance of developmental domains and academic content areas. Students will use their knowledge and other resources to design, implement, and evaluate school age activities and curriculum.

Building family and community relationships - Students will be able to explore and evaluate community support services and agencies that are available to families, develop referral skills that help children and families access empowering community resources and analyze effective advocacy skills that establish effectual public policies pertaining to children and families.

Other - Students will prepare an issue research paper related to children and families.

Criteria for Success: 70% of students enrolled in 2 sections of CHLD 1 will demonstrate a score of 70% or higher on the research issue paper and oral report assignment.

Developing social identities in diverse societies - Students completing Certificate:School Age Child-Specialization (T1314) will

Other - Students participated in a curriculum lab and produced projects to use with children. Projects engage children to discuss

Summary of Data Collection Period: 2012-13
Summary of Data Type: Criterion Met
95% of students participated and completed the assignment successfully. 90% of the reflections indicated synthesis of

Use of Results : Unsuccessful students did not have materials in a timely manner. Unsuccessful students in the written portion did

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
understand theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies .	racism, sexism, ableism and language bias. Criteria for Success: 70% of students will complete the projects with a C or better grade. 70% will pass with a C or better on the written reflection.	reading materials and appropriate application to the writing. (03/31/2013)	not use the text information in their writing. (03/31/2013)

1. Assessment Plan - Four Column



Certificate: Secondary Education - Q7001

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>HS diplomas earned - There will be an increase in the number of diplomas earned by Adult HS Diploma students.</p> <p>Start Date (Optional): 07/02/2012 End Date (Optional): 07/01/2015</p>	<p>Other - Adult Diploma students who are within 20 credits will be identified on a monthly basis. More frequent contacts are needed with these students as they finish their diplomas. Advisors/Counselors will attempt to make at least two contacts with each of these students prior to graduation, identifying their barriers to completion, resources needed to complete, and post-program plans. Graduate data will be gathered using the ABE database.</p> <p>Criteria for Success: 1. At least 75% of students within 20 credits of graduation will meet at least twice with a counselor or advisor and identify barriers to completion, resources needed, and post program plans. 2. There will be a 10% increase in the number of diplomas awarded.</p> <p>Schedule: September 2012-June 2013</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met</p> <p>1. In 2014-15, 60% of students 20 credits or less met with a counselor. 2. Between 2012-13 and 2014-2015, there have increases in the number of students earning diplomas by 43% (50) and 30% (65) respectively.</p> <p>Additional embedded counseling and tutoring, along with frequent faculty check-ins built into the syllabus influence and resulted in this increase. (07/01/2015)</p> <p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Not Met</p> <p>1. In September 2012, there were 57 students who were identified as needing 20 credits or less to fulfill requirements for graduation. Of these, 46 (81%) had contact with a counselor or advisor at least twice. 2. In 2012, there were 39 diplomas. For the 2013 graduation year, there were 36 diplomas, which is a decrease of 3 or 8%. (10/17/2013)</p>	<p>Use of Results : The criteria has been met. Counselors can increase the amount of time they spend in the classroom because there is a higher likelihood of timely interventions with students. (08/03/2015)</p> <p>Use of Results : This is a positive outcome for the program and students. The faculty will continue to revise course syllabi and COR to include updated content standards. As part of the syllabi revision, more faculty contact and early intervention will be added for all courses. (07/31/2014)</p>
<p>Final exams - Students will pass final exams (cumulative) in high school courses.</p> <p>Start Date (Optional): 08/24/2012 End Date (Optional): 06/14/2013</p>	<p>Other - Students will take cumulative exams in all high school courses. Results will be submitted by all high school faculty. Faculty are emphasizing minimum passing scores, intensive tutoring, and test prep support to assist students in</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met</p> <p>67 students took final exam during the Fall and Winter sessions. Of these 67 students, 75% (74.9%) passed the final exam with a score of 70% or better. Therefore, the criterion was met. (02/20/2013)</p>	<p>Use of Results : 1. Students were most likely successful because more of an emphasis was put on spending time studying for the final exam. Students knew of the passing requirement, so they</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

being successful in their courses.

Criteria for Success: At least 70% of students will pass cumulative course exams with a 70% or better.

Schedule: August 2012-December 2013

spent more time studying because they knew that passing the final was a requirement for passing the class, therefore they spent more time. Also instruction before the final in regards to tutoring and teaching time were geared to helping students pass the final. Tutors and teachers both made sure to go back and cover the important material on the final that may have been covered at the beginning of the course to make sure it was retained.

2. The 25% that did not pass might have been turning in work with wrong answers, and didn't have any feedback to their misunderstandings of text. Not passing back their work is necessary to the structure of our program, but may not help students to relearn something they did not do properly the first time. This could lead to wrong answers on a final exam. There may be a disconnect in directions and the short answer questions because many students do not write enough to get full credit on these questions and therefore loose points. Faculty can provide more verbal feedback on directions and even highlight directions. Faculty will also ask students to read the directions to them before each exam.

It is often these short answer questions that bring a student

down to the point where they are no longer passing. Perhaps clearer instructions with a minimum number of sentences would help students to make sure they write enough in these questions.
(02/07/2013)

1. Assessment Plan - Four Column



Certificate: Sign Language/Interpreting - T0801

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Demand Control Schema Applied - Interpreting students will successfully apply Demand Control Schema (DC-S) Theory to the field of Sign Language Interpreting.</p> <p>Outcome Status: Active</p> <p>Start Date (Optional): 06/15/2011</p>	<p>Course Embedded Test - Students will analyze interpreting situations in order to predict the success of controls chosen and resulting demands. Instructors will report the results by the semester's end.</p> <p>Criteria for Success: A sample of students will be able to correctly identify 3 or more successful controls</p>	<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>100% of students in the capstone interpreting course, SIGN 232, were successful at this tasks. (07/05/2012)</p>	<p>Use of Results : Demand Control Schema is intergrated throughout our interpreting curriculum; therefore a high success rate is not surprising. This is the first year of measuring this. We will continue to monitor success for this program SLO. (07/05/2012)</p> <p>Follow-Up: Continue to measure on an annual, cohort by cohort basis. (07/05/2012)</p>
<p>Simultaneous Interpretation - Given a English narrative successfully give a functional equivalent message in ASL in a simultaneous mode.</p> <p>Outcome Status: Active</p> <p>Start Date (Optional): 07/15/2011</p>	<p>Course Embedded Test - Students will interpret a English narrative into ASL. This interpretation will be captured on video and evaluated by the instructor.</p> <p>Criteria for Success: Functional equivalence will be present in 70% of student performances.</p>	<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>92% of Students (11 out of 12) taking the capstone interpreting course inthe Spring of 2012 (SIGN 232) successfully met this criteria. (07/05/2012)</p>	<p>Use of Results : Since this is an essential exit skill for entering the interpreting profession, we will measure this on an annual basis (07/05/2012)</p> <p>Follow-Up: Continue to measure on an annual basis (07/05/2012)</p>
<p>Language and Culture - Students will identify the influence of culture on human expression</p> <p>Outcome Status: Active</p>			
<p>Visual Language - Students will identify aspects of visual/manual expression as linguistically valid as parallel auditory/spoken expression</p> <p>Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Certificate: Sports Turf Management - L0112

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Sports Turf Assessment - Certificate completers will be able to formulate and propose an all-inclusive management program for a sports turf area</p> <p>Start Date (Optional): 08/20/2011 End Date (Optional): 06/15/2012</p>	<p>Course Embedded Test - Oral and written report will be given as the term project.</p> <p>Criteria for Success: 70% of Certificate completers will score 80% or better on the term project for AGOR 40, the capstone course for the certificate</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>During the assessment period, 85% of AGOR 40 completers scored 80% or better on the term project. (09/07/2012)</p>	<p>Use of Results : This assessment method will be revisited in the future after other assessment methods have been incorporated and evaluated. (09/07/2012)</p>
<p>Professional Conduct - Students completing the certificate will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Tree Care and Maintenance - L0111

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Identify Landscape trees and shrubs - Certificate completers will be able to identify common landscape trees and woody shrubs</p> <p>Start Date (Optional): 09/07/2012 End Date (Optional): 12/20/2012</p>	<p>Course Embedded Test - Course completers will be given a field identification test as a final exam</p> <p>Criteria for Success: 75% of course completers will be able to pass the final exam with a grade of "C" (70%) or better. (Proper Identification, Botanical Name, Common Name and proper spelling of each).</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 76% of course completers passed the final exam with a grade of 70% or better. (01/05/2012)</p>	<p>Use of Results : Although the criterion was met, the students who did not pass the exam with a c or better were mainly students who had poor attendance. I am still implementing attendance policy changes to attempt to improve attendance. 0 view (06/15/2012)</p>
<p>Schedule: To be assessed annually in Winter.</p>			
<p>Professional Conduct - Students completing the certificate will demonstrate professional conduct in the industry. Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the certificate will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Certificate: Web Design - L0618

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Web Page Design - A final website design will live online targeting a specific audience representing the student's chosen field.</p> <p>Start Date (Optional): 08/22/2011 End Date (Optional): 08/20/2012</p>	<p>Portfolio - The website design will be evaluated by the instructor of record using a simple rubric for assessment.</p> <p>Criteria for Success: 80% of students will receive a score of at least 80% of the allowable points for the project, showcasing a website design that is targeting a specific audience.</p> <p>Schedule: Assessment will take place at the end of Fall 2011 and Spring 2012 semesters.</p>		

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Business - A8981

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7 - SLO 1 - I am able to describe the basic accounting system and how it is used to serve business needs Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 98.21% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 97.89% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the course. (03/19/2012)</p>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 97.50% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94.37% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the course interesting and inclusive of current trends and information. (03/19/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSO 25 - SLO 1 - I am able to compose an appropriate, effective letter presenting good news, bad news, sales, or persuasive content Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 95.42% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Communication - A8982

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Oral Comm Delivery - Students will be able to perform basic speech delivery skills.</p> <p>Start Date (Optional): 06/13/2010 End Date (Optional): 06/22/2012</p>	<p>Other - A three point scale rubric evaluating eye contact, organization, body control, and volume will be used on speech delivery for a speech given in the last fourth of the semester in Spring 2012. The speech will be judged by designated faculty and the data will be evaluated by the dept. SLO committee.</p> <p>Criteria for Success: 70% of the students completing Speech 1A, the required core course for this degree, will have an average score of 2 on a the three point scale rubric.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met</p> <p>Out of 151 sampled, 81.5% of students (123) averaged a score of 2 or higher across all four areas of evaluation. The data in the categories of organization, body control, and volume all exceeded expectations of 70%. In organization: 143 students, or 94.7% scored a 2 or higher. In body control, 141 students, or 93.4% scored a 2 or higher. In volume, 123 students, or 81.5% of students scored a 2 or higher. Eye contact, however, fell below the department's expectations with only 96 students, or 63.5% receiving a score of 2 or higher. (06/14/2010)</p>	<p>Use of Results : The essential outcome of our degree has been assessed. The discipline faculty discussed the outcome in relationship to our new degree in a special academic senate task force convened in 2011 to examine this degree more closely. As a follow up action, faculty will map other courses in the degree sequence to this outcome to examine the reinforcement and, hopefully, higher level of achievement that occurs in subsequential and/or related coursework. (06/15/2012)</p>
<p>Information Analysis - Upon successful completion of the AAT in Communication Studies, students will critically analyze information and arguments.</p> <p>Outcome Status: Active</p>			
<p>Research - Upon successful completion of the AAT in Communication Studies, students will select and research an appropriate topic and thesis.</p> <p>Outcome Status: Active</p>			
<p>Organization - Upon successful</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

completion of the AAT in Communication Studies, students will logically organize supporting materials into a well-crafted presentation.

Outcome Status: Active

Delivery and Confidence - Upon successful completion of the AAT in Communication Studies, students will demonstrate effective verbal and non-verbal delivery skills to present a message to a live audience in a confident manner.

Outcome Status: Active

Problem Solving - Upon successful completion of the AAT in Communication Studies, students will formulate communication solutions to problems in a range of contexts.

Outcome Status: Active

Diversity - Upon successful completion of the AAT in Communication Studies, students will create messages appropriate for diverse audiences and listener.

Outcome Status: Active

Personal Awareness - Upon successful completion of the AAT in Communication Studies, students will develop an improved understanding of themselves as communicators.

Outcome Status: Active

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Environmental Studies - A0411

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Scientific analysis - Demonstrate understanding of scientific inquiry and quantitative reasoning Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>			
<p>Environmental impact - Analyze the impact of humans on the environment Outcome Status: Active</p>			
<p>Impact on social institutions - Analyze the impact of human behavior and beliefs on social institutions Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Fine Arts - A8983

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Monochromatic - Students will be able to use a monochromatic color harmony in an original design.</p> <p>Start Date (Optional): 02/01/2009 End Date (Optional): 06/30/2010</p>	<p>Course Embedded Test - An objective embedded in the selected project will require the use of a monochromatic color harmony in an original design demonstrating an understanding of monochromatic color harmony.</p> <p>Criteria for Success: 70% of students completing the project will receive a score of at least 75% of the allowable points for the objective, evaluated by the instructor, demonstrating the ability to use a monochromatic color harmony. A simple rubric will be used for assessment.</p> <p>Schedule: Data collection for this SLO will take place Spring 2009 and Spring 2010 with evaluation being completed prior to Fall 2010.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 100% of students in the class met or exceeded the expectations in all three criteria for the objective. (04/03/2010)</p>	<p>Use of Results : This SLO is assessed in ARTD21 which is offered only one section once a year. Because of the sample size, this SLO will again be assessed for Spring 2010 for consistency. (04/03/2010)</p>
<p>Analogous Color - Students will be able to use analogous color harmony in an original design.</p> <p>Start Date (Optional): 02/01/2009 End Date (Optional): 06/30/2010</p>	<p>Course Embedded Test - An objective embedded in the selected project will require the use of an analogous color harmony in an original design demonstrating an understanding of analogous color harmony.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met Rubric divided the objective into three objectives: Acquisition of Information 91% of students met or exceeded expectations. Analysis 86% met or exceeded expectations Application 82% met or exceeded</p>	<p>Use of Results : ARTD 21 is offered one section only in Spring semesters. Because of the sample size, this SLO will again be assessed for Spring 2010 for consistency.</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>Criteria for Success: 70% of students completing the project will receive a score of at least 75% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.</p> <p>Schedule: Data collection for this SLO will take place Spring 2009 and Spring 2010 with evaluation being completed prior to Fall 2010.</p>	<p>expectations. (04/03/2010)</p>	<p>(04/03/2010)</p>
<p>Visual arts concepts in communication. - Students will apply visual arts concepts in oral and written communication. Start Date (Optional): 04/02/2012 End Date (Optional): 06/29/2012</p>	<p>Course Embedded Test - An objective embedded in a written or oral communication about an art work will require students to appropriately apply visual terminology. Criteria for Success: 75% of students completing the final project will receive a score of at least 75% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Out of 18 students completing the project/essay, 15 met or exceeded expectations resulting in a 83% success rate. (05/31/2012)</p>	<p>Use of Results : While the criterion was met, the the assessment will be repeated in Spring 2013 to assess consistency in results. (05/12/2013)</p>
<p>Modes of artistic expression. - Students completing an assignment will be able to analyze modes of artistic expression. Start Date (Optional): 03/30/2012</p>	<p>Course Embedded Test - Instructors will evaluate a written paper, project, essay or oral critique on a 3-point rubric (0, 1, 2) to measure student achievement of acquisition, analysis, and application variables. Criteria for Success: 80% of students will meet expectations by scoring a (1) or higher on two of the three categories. Schedule: Spring 2012</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Of 20 students who completed the assignment 85% scored meets expectations or higher on 2 of the 3 categories. (07/10/2012)</p>	
<p>Color Harmonies - Students will be able to identify 4 color harmonies. Start Date (Optional): 01/30/2013</p>	<p>Other - Assessment Method</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 16 of 17 students assessed met or exceeded expectations</p>	<p>Use of Results : This objective will be assessed again periodically to check for consistency.</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
End Date (Optional): 06/14/2013		for a 94% success rate. (06/14/2013)	(06/14/2013)
<p>Foundation Course Completion - Upon the successful completion of this program, students will have completed the foundation courses of the major which are the aesthetic base needed for transfer into bachelors programs or independent work as an artist.</p> <p>Start Date (Optional): 08/31/2015 End Date (Optional): 07/01/2016</p>	<p>Survey - A survey of student course completion using a student questionnaire or ARGOS reports to determine what courses students have completed.</p> <p>Criteria for Success: All eight required courses in the major completed with a passing grade (c or above).</p> <p>Schedule: To be assessed end of spring 2016 of students enrolled in 2014-2015</p>		
<p>Critical Analysis - Upon the successful completion of this program, students will be able to apply critical thinking skills to original work.</p> <p>Start Date (Optional): 08/31/2015 End Date (Optional): 07/01/2016</p>	<p>Course Embedded Test - An objective embedded in the course will assess the students oral or written critical analysis of student or professional work.</p> <p>Criteria for Success: Students will be able to accurately analyze a work of art, identify defects and propose logical corrections to the defects. 95% of students completing the project will receive a score of at least 90% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.</p>		
<p>Elements and Principles of Design - Upon the successful completion of this program, students will be able to apply the elements and principles of design to original art work.</p> <p>Start Date (Optional): 08/31/2015 End Date (Optional): 07/01/2016</p>	<p>Course Embedded Test - An objective embedded in the selected project will require the application of principles of design to design elements in an original work demonstrating an understanding of design elements and principles. Students will be able to identify and apply principles of design to design elements of in creating original art</p>		

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
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work.
Criteria for Success: 95% of students completing the project will receive a score of at least 90% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.

Visual Concepts - Upon the successful completion of this program, students will be able to apply visual arts concepts that are basic to many forms and fields of art and design in visual, oral, and written communication
Start Date (Optional): 08/31/2015
End Date (Optional): 07/01/2016

Course Embedded Test - An objective embedded in the selected project will require the application of visual concepts in an original work demonstrating an understanding of visual arts concepts . Students will be able to identify and apply visual concepts in visual, oral or written communication.
Criteria for Success: 95% of students completing the project will receive a score of at least 90% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.

Art Analysis and Critique - Upon the successful completion of this program, students will be able to analyze historical, contemporary, peer, and personal visual artwork that range in modes of artistic expression.
Start Date (Optional): 08/23/2015
End Date (Optional): 06/30/2016

Course Embedded Test - An objective embedded in the course will assess the students oral or written critical analysis of student, historical or professional work.
Criteria for Success: 90% of students completing the project will receive a score of at least 90% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.

Cultural and Historical Context - Upon the successful completion of this program, students will be able to demonstrate in oral, written and studio work familiarity with the history of western art.

Course Embedded Test - An objective embedded in a written, oral or visual work will demonstrate students familiarity with western art.
Criteria for Success: 95% of students completing the final project will

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Start Date (Optional): 08/24/2015 End Date (Optional): 06/30/2016</p>	<p>receive a score of at least 90% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.</p>		
<p>Technical Application - Upon the successful completion of this program, students will be proficient in a variety of visual art techniques and tools using them to explore a range of subjects, media, styles and formats.</p> <p>Start Date (Optional): 08/24/2015 End Date (Optional): 06/30/2016</p>	<p>Course Embedded Test - An objective embedded in the selected project will require the application of a variety of visual art techniques and tools in an original works ranging in subject, media, styles and format.</p> <p>Criteria for Success: 95% of students completing the final project will receive a score of at least 90% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.</p>		
<p>Professional Practices - Upon the successful completion of this program, students will create independent original work in the area of their focus demonstrating basic professional practices.</p>	<p>Course Embedded Test - An objective embedded in the course will assess professional practices of independent original work by the students in advanced classes in the area of focus.</p> <p>Criteria for Success: 95% of students completing the project will receive a score of at least 90% of the allowable points for the objective, evaluated by the instructor. A simple rubric will be used for assessment.</p>		

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Humanities - A8984

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Cultural Context - Upon completion of the program, students will be able to identify the influence and interrelationship of culture on human and artistic expression</p> <p>Outcome Status: Active</p> <p>Assessment Rotation Cycle: 2014-15, 2015-16, 2016-17</p> <p>Start Date (Optional): 05/14/2013</p>			
<p>Cultural Diversity - Upon successful completion of this program, the student will demonstrate an understanding of other cultures, including through the study of foreign language, the arts, and humanistic thought</p> <p>Outcome Status: Active</p>			
<p>Artistic Expression - Upon completion of the program, students will be able to formally analyze modes of artistic expression (visual arts, music and literature).</p>			
<p>Impact of Sociopolitical and Natural Environment - Upon successful completion of this program, the student will demonstrate knowledge of philosophy and politics and the natural environment, including the relationship between social, political, and/or economic institutions and</p>			

human behavior.

Outcome Status: Active

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Information Technology - A8985

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Four Primary Operations of a Computer - Students completing the Associate of Arts (A.A.) Degree in Liberal Arts and Sciences with an Emphasis in Information Technology (A8985) will know the four primary operations of a computer and the hardware that performs these operations.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Identify and describe the six phases of the SDLC. For each phase, the student must list two activities that are performed in that phase.</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 77% of the students achieved a score of 80% or higher (04/20/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (04/20/2011)</p>
<p>Database Queries - Students completing the Associate of Arts (A.A.) Degree in Liberal Arts and Sciences with an Emphasis in Information Technology (A8985) will be able to create effective queries that answer needed questions.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will ask various questions that the student is expected to answer by creating queries within their database. It will test the student's ability to analyze a business problems or needs and develop queries to extract the data to solve the problem and answer business questions.</p> <p>Criteria for Success: At least 70% of students who submit the assignment will rate 70% or better.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met For Fall 2009, the average grade without including students who did not turn in a final project was 82% and if 0 scores were included, then the final project average was 73.9%. (04/20/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (04/20/2011)</p>
<p>Networking Transmission Media - Students completing the Associate of Arts (A.A.) Degree in Liberal Arts and Sciences with an Emphasis in Information Technology (A8985) will be able to identify four types of common transmission media and be</p>	<p>Course Embedded Test - Describe four types of common wired or wireless transmission media. You will earn one point for identifying a media type and one point for describing its characteristics.</p> <p>Criteria for Success: 75% of the</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 85% of the students earned a grade of 70% or better on this question. (04/20/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>able to describe the basic characteristics of each.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>students will earn a grade of 70% or better on this question.</p>		<p>basis. (04/20/2011)</p>
<p>Create an Application - Students completing the Associate of Arts (A.A.) Degree in Liberal Arts and Sciences with an Emphasis in Information Technology (A8985) will be able to use decision making statements and loops in order to create a business application.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - An assignment will test the student's ability to use decision making statements and loops. Criteria for Success: 80% of students will rate 70% or better on a programming assignment that requires them to use decision making statements and loops.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 86% of students scored 85% or better in spring 2009 on writing a project using decision making statements and loops. (04/20/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (04/20/2011)</p>
<p>Need for Security - Students completing the Associate of Arts (A.A.) Degree in Liberal Arts and Sciences with an Emphasis in Information Technology (A8985) will be able to understand the "need for security."</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - A quiz will be developed by CISS faculty to test whether a student understands the need for computer/network security. This quiz will incorporate material learned on decision statements. Criteria for Success: At least 80% of CISS13 students who submit their quiz will rate 70% or better on it.</p>	<p>Summary of Data Collection Period: 2007-08 Summary of Data Type: Criterion Met In Spring 2008, 100% of the students rated 70% or better. (04/20/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (04/20/2011)</p>

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Kinesiology and Wellness - A8986

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
AA Degree Kinesiology and Wellness - Complete required courses for degree Start Date (Optional): 01/07/2013 End Date (Optional): 06/14/2013			
1. Kinesiology Pedagogy - Upon completion of the AA with KIN Emphasis, students will have an understanding of kinesiology, health promotion, and the mechanics of human bodily movement. Outcome Status: Active			
2. Kinesiology Related Pedagogy - Upon completion of the AA with KIN Emphasis, students will have an understanding of Anatomy, Nutrition as well as Behavior Development as it applies to Kinesiology. Outcome Status: Active			
3. Movement Skills - Upon completion of the AA with KIN Emphasis, students will be able to demonstrate competence in several activities. Outcome Status: Active			
4. Career Preparation - Upon completion of the AA with KIN Emphasis, students will be provided			

with an opportunity to prepare for transfer or a career in the field of human movement and wellness.

Outcome Status: Active

5. Personal Wellbeing - Upon completion of the AA with KIN Emphasis, students will be able to examine personal health-related behavioral patterns, select goals and formulate appropriate health and fitness strategies.

Outcome Status: Active

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Language Arts - A8987

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Language acquisition and usage - Students will demonstrate language acquisition and usage through reading, writing, listening, signing or speaking within a diverse environment</p> <p>Outcome Status: Active</p> <p>Assessment Rotation Cycle: 2014-15, 2015-16, 2016-17</p>			

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Math - A8989

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Critical Thinking - A student earning this degree will be able to demonstrate critical thinking skills in solving an application problem in the math and computer science courses that the student takes.</p> <p>Start Date (Optional): 12/16/2009 End Date (Optional): 06/17/2011</p>	<p>Course embedded question on an exam</p> <p>Criteria for Success: At least 70% of the students earning this degree will score at least a 3 out of 4 on a faculty developed rubric.</p> <p>Schedule: This SLO will be assessed as each course in the degree is being assessed.</p>		
<p>Success Rate - The department will analyze success rates for the math courses that are assigned to the AA Degree</p> <p>Start Date (Optional): 08/25/2011 End Date (Optional): 06/14/2013</p>	<p>Other - Evaluation of CalPASS Data and Argos Repots</p> <p>Criteria for Success: An average success rate of 60%</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met Between 2005 and 2011 average success rates are as follows: M130 (53.73%); M140 (49.55%); M150 (52.56%); M160 (55.93%); M180 (54.09%); M181 (58.45%); M280 (68.42%); and M285 (70.83%). The average success rates for math courses assigned to the AA Degree is 55.15%. (06/12/2012)</p>	<p>Use of Results : The data on success rates will be used by the department as a baseline for future studies. (06/12/2012)</p>

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Music A8990

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Figured Bass Realization, Diatonic - Students will be able to realize a diatonic figured bass and analyze its figures for harmony (using Roman numerals). This figured bass may include figures for diatonic triads in any inversion and figures for the dominant seventh chord in any inversion.</p> <p>Start Date (Optional): 01/11/2011 End Date (Optional): 01/10/2012</p>	<p>Course Embedded Test - A course-embedded test will be given at some point during the semester. Criteria for Success: We expect 80% of the students to realize and analyze the figured bass with 90% or greater accuracy. Schedule: Students will be assessed the next time we offer this course, which should be Spring 2011.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met The students identified the 10 one-minute excerpts by composer, title and formal section with 72.6% accuracy. (10/25/2011)</p>	<p>Use of Results : In future semesters, more time will be spent on the dictation and performance of each composition's themes (P1, S1, C1, C2, etc.). Students were most successful on the assessment when the themes were isolated by the instructor, performed at the piano for dictation, sung by the students in moveable-do solfège and, as a class, located aurally within the rotation. (10/25/2011)</p>

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Natural Sciences - A8988

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Modeling - Analyze and model chemical, physical or biological systems using scientific and/or mathematical methods. Outcome Status: Active</p>			
<p>Experimentation - Design and conduct experiments using appropriate tools to answer scientific questions Outcome Status: Active</p>			
<p>Critical Thinking - Critically read, interpret, and analyze a range of complex text and data to make connections and draw meaningful conclusions.</p>			
<p>Responsibility - Identify and model the professional and ethical responsibilities of a scientist.</p>			
<p>Communication - Communicate scientific principles and applications effectively, both verbally and in writing.</p>			
<p>Impact - Describe the impact of humans and our technology in an environmental and societal context.</p>			
<p>Life-Long Learning - Pursue further study or life-long learning in the sciences</p>			

Teamwork - Work collaboratively to reach a common goal or solve a problem.

1. Assessment Plan - Four Column



Degree: AA - Liberal Arts Emphasis Social and Behavioral Sciences - A8991

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>GEO Area D Social, Political, and Economic Institutions - Students will analyze the relationship between social, political, and/or economic institutions and human behavior. Start Date (Optional): 05/30/2013 End Date (Optional): 05/30/2013</p>			
<p>Apply statistics - Upon successful completion of this program, the student will be able to recognize and apply appropriate statistics to various topics within the social and behavioral sciences. Outcome Status: Active</p>			
<p>Diversity - Upon successful completion of this program, the student will be able to analyze cultural and gender diversity in humans. Outcome Status: Active</p>			
<p>Development - Upon successful completion of this program, the student will be able to explain the development of the person within society. Outcome Status: Active</p>			
<p>Biology and behavior - Upon successful completion of this program, the student will be able to</p>			

explain how biology relates to behavior or society.

Outcome Status: Active

Historical and Political Implications -

Upon successful completion of this program, the student will be able to discuss historical and political implications on society.

Outcome Status: Active

1. Assessment Plan - Four Column



Degree: AS - Accounting - S0502

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7 -SLO 1 - I am able to describe the basic accounting system and how it is used to serve business needs Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 98.2% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 97.44% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (09/11/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (09/11/2012)</p>
<p>BUSA 52 - SLO 3 - I am able to interpret accounting statements Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94.88% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (09/11/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (09/11/2012)</p> <hr/> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 97.5% of course completers who completed the SLO assessment tool scored 3 or above (05/15/2015)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 89.77% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline</p> <p>(09/11/2012)</p>	<p>Use of Results : The summary of data results indicate that we have met our criterion for this particular SLO. Next year, during the review process, we will revisit the SLO to determine appropriateness and rigor. (05/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (09/11/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Administrative Assistant - S0514

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Presentation Skills - Students completing an Administrative Assistant Degree (S0514) will be able to create and present a visual slide presentation to include text, graphic objects, design theme, slide transition, and object animation.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Students will develop and design an original presentation and present it to the class.</p> <p>Criteria for Success: 70% of students earning an Administrative Assistant degree will achieve a score of 70% or better on an assigned project that requires the use of various presentation elements (i.e. text, graphic objects, design theme, slide transition, and object animation) and the presentation of said presentation.</p> <p>Schedule: The course outcome will be assessed every other fall semester.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 80.5% of CISB 51 students achieved a score of 70% or better on an assigned project that requires the use of various presentation elements (i.e. text, graphic objects, design theme, slide transition, and object animation). (03/18/2011)</p>	<p>Use of Results : Will continue to evaluate student success in achieving a score of 70% or better. If % continues to exceed the expected 70%, an alternate student outcome may be assessed or the expectation may be increased. (03/18/2011)</p>
<p>Word Processing skills - Students completing an Administrative Assistant Degree (S0514) will be able to create a document in which text, paragraphs, and layout are formatted effectively and efficiently using word processing software (Word).</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Course Embedded Test - Students will complete a hands-on test, administered by faculty, in which they must use word processing software (Word) to create a document with proper text, paragraph, and layout formatting.</p> <p>Criteria for Success: 70% of Administrative Assistant Degree students will achieve a score of 70% or better on a hands-on exam in the use of basic Word formatting skills.</p> <p>Schedule: The outcomes for this course will be assessed every other fall semester.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 80.6% of students achieved a score of 70% or better (≥ 42 points) on first production test, which examines use of basic Word formatting skills. (03/18/2011)</p>	<p>Use of Results : Will continue to evaluate student success in achieving a score of 70% or better. If % continues to exceed the expected 70%, an alternate student outcome may be assessed or the expectation may be increased. (03/18/2011)</p>

1. Assessment Plan - Four Column



Degree: AS - Agri-Technology - S0101

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Understanding of World Agriculture - Students completing the Agri-Technology Degree will be able to demonstrate an understanding of the interdependence of world agriculture systems.</p> <p>Start Date (Optional): 08/22/2011 End Date (Optional): 10/01/2012</p>	<p>Course Embedded Test - Students will be able to answer questions relating to the interdependence of world agriculture systems on a written exam.</p> <p>Criteria for Success: 70% of students will be able to answer the questions on this portion of the exam with 70% accuracy.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met There have been no recent completers of this degree to assess. (10/07/2012)</p>	<p>Use of Results : We will assess why there have been no completers of this degree and make necessary changes to the program (10/07/2012)</p>
<p>Professional Conduct - Students completing the degree will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the degree will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Degree: AS - Animation - S1006

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Create 2D animation short films - Upon successful completion of this program, students will be able to plan, produce, collaborate on, and create 2D art and animation assets for use in games and animation productions. Outcome Status: Active</p>			
<p>Create 3D animation short films - Students will be able to plan, produce, collaborate on, and create 3D models of objects and environments that can be used in games, and animation productions. Outcome Status: Active</p>			
<p>Create Storyboards - Upon successful completion of this program, students will be able to plan, develop, and collaborate on storyboards for short animation and game productions. Outcome Status: Active</p>			
<p>Create games - Upon successful completion of this program, students will be able to design, collaborate on, work with external developers and produce board games, and digital games. Outcome Status: Active</p>			
<p>Creating a Portfolio - Students will</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

create a portfolio demonstrating a clear understanding of selecting and organizing their material to present their portfolio to animation and game studios.

Outcome Status: Active

Portfolio - Students will create a portfolio demonstrating a clear understanding of selecting and organizing their art pieces based on their chosen field.

Outcome Status: Inactive

Start Date (Optional): 08/29/2011

End Date (Optional): 06/30/2012

Portfolio - portfolio review
Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, evaluated by the instructor, demonstrating a clear understanding of selecting and organizing their art pieces based on their chosen field.

Summary of Data Collection Period: 2011-12
Summary of Data Type: Criterion Met
88% of students surveyed demonstrated the ability to select and organize art pieces based on their chosen fields.
(03/22/2012)

Use of Results : Constructing a professional digital portfolio is the main objective of this course. The graphic design program will continue to monitor this learning objective. (03/22/2012)

1. Assessment Plan - Four Column



Degree: AS - Applied Laboratory Science Technology - S0307

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Analytical Skills - Students will use critical thinking to analyze and solve problems. Outcome Status: Active</p>			
<p>Troubleshooting - Students will be able to troubleshoot experimental designs and outcomes. Outcome Status: Active</p>			
<p>Theoretical & Technical Training - Students will be able to perform entry-level chemical technician duties such as chemical quality control, chemical process control, water quality and R&D. Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Degree: AS - Business - Management - S0506

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>97.50% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>98.18% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the course. (03/19/2012)</p>
<p>BUSM 51 - SLO 1 - I am able to identify how governments influence trade</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>90.91% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p>
		<p>Summary of Data Collection Period: 2011-12</p> <p>Summary of Data Type: Criterion Met</p> <p>94.53% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the course interesting and inclusive of current trends and information. (03/19/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSM 61 - SLO 1 - I am able to apply management concepts and functions Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 93.8% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Business - Retail Management - S0509

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
BUSM 60 - SLO 1 - I am able to define organizational culture, socialization and mentoring	Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.	Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)	Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/28/2016)
		Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 98.69% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)	Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the course. (03/19/2012)
BUSM 61 - SLO 1 - I am able to apply management concepts and functions	Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.	Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)	Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/28/2016)
		Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the	Use of Results : Continue to make the course interesting and inclusive of current trends and information. (03/19/2012)

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSM 62 - SLO 1 - I am able to explain theory and practical application of Equal Employment Opportunity current employment laws</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94.44% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/28/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Child Development - S1315

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Interpret effective teaching and care practices - Students completing the Child Development Degree (S1315) will 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.</p> <p>Start Date (Optional): 02/28/2011 End Date (Optional): 06/17/2011</p>	<p>Other - In a group project students research the NAEYC code of ethics and design a power point presentation to demonstrate the ability to apply ethical standards. Criteria for Success: 70% of the students will be successful with 70% or higher grade.</p> <p>Course Embedded Test - Students enrolled in CHLD 5 Principles and Practices will be able to evaluate Early care and Education Program regulations, standards, policies according to Title 22 California. Criteria for Success: 70% of students will be able to achieve 70% or higher answer.</p> <p>Other - Child 67L supervised lab experience supports the opportunity for student to develop, reflect and assess their ability to apply sound strategies of child development theory on a daily basis with preschool aged children. Criteria for Success: 90% of students completing the supervised lab experience will use an array of developmentally appropriate instructional practices in the the lab setting to complete the class with a 70% or higher grade</p>		

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Safety Regulations - Students completing the Child Development Degree (S1315) will be able to evaluate Early care and Education Program regulations, standards, policies according to Title 22 California.</p> <p>Start Date (Optional): 02/28/2011 End Date (Optional): 06/17/2011</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 83% of the students passed the exam. (04/01/2013)</p>	<p>Use of Results : Student challenges include the limited access to a computer or the internet Due to budget restraints the CCLD Title 22 Regulation packet will now be sold by Sac Book Rac for approximately \$13 as a Child Development Course Packet It will be important to have a Resource Center and Library for students to gain access to the internet, computers, tablets or I-PADs and other essential items in order to continue to be successful on this assignment (04/01/2013)</p> <p>Follow-Up: Department should work with the Foundation Office to find a benefactor to maintain the student resource library and computer center (04/01/2013)</p> <p>Follow-Up: Child Development Department will need to have a Student Tech to support the student Resource Library and Computer Center (04/01/2013)</p> <hr/> <p>Use of Results : Tittle 22 is an important document for students to understand to keep children safe. (04/01/2013)</p>
	<p>Course Embedded Test - Course Embedded Test - Title 22 Exam. Criteria for Success: Course Embedded Test - Title 22 Exam.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 83% of students passed the exam (03/21/2011)</p>	<p>Use of Results : Students need to understand the importance of Title 22 in young childrens programs. (03/21/2011)</p> <hr/> <p>Use of Results : Continue to provide CCL-Title 22 packet for students (03/14/2011)</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

Promoting Child Development and Learning - Students completing the Child Development Degree (S1315) will be grounded in Child Development knowledge(theory) and use their understanding of young children and their needs to create environments that are healthy, respectful, supportive and challenging for each child.

Observing, Documenting, and Assessing - Students completing the Child Development Degree (S1315) will understand that child observation, documentation and other forms of assessment are central to the practices of all early childhood professionals. Students use systematic observations, documentation, and other effective assessment strategies to positively influence the development of every child.

Building Family and Community Relationships - Students completing the Child Development Degree (S1315) will understand that successful programs depends upon partnerships with 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.

Use content knowledge to build meaningful curriculum - Students completing the Child Development Degree (S1315) will understand the

Other - Curriculum Project - Design and implement developmentally appropriate curriculum for children, based on observation assessment to

Summary of Data Collection Period: 2010-11
Summary of Data Type: Criterion Met
89% of the students successfully analyzed anecdotal observations to plan curriculum with 70% or higher grade in

Use of Results : Observation is an important tool for students of Early Care and Education. Especially in this introduction

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>importance of developmental domains and academic content areas. Students use their knowledge and other resources to design, implement, and evaluate meaningful challenging curricula and environments that promotes comprehensive developmental learning outcomes for every child.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 12/17/2010</p>	<p>support their learning.</p> <p>Criteria for Success: Using a grading rubrix 70% of students will be successful with a grade of 70% or better.</p>	<p>the CHLD 5 course. (05/23/2011)</p>	<p>course, as children observations are required assignments throughout the major of Child Development. (06/28/2011)</p>
<p>Becoming a Professional - Students completing the Child Development Degree (S1315) will be able to identify and conduct themselves as members of the early childhood profession. They know ethical guidelines and other professional standards related to early childhood practices. They are life-long , collaborative learners who continue to broaden their knowledge and skills, remain informed about child development issues, and are informed advocates for sound educational practices and policies.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 12/17/2010</p>	<p>Portfolio - Assessment Method Portfolio - Students will participate in a mock interview and be professionally evaluated. For this interview students will prepare a professional portfolio. Students will evaluate professional development needs.</p> <p>Criteria for Success: 70% of students will rank "hired" from the mock interview. 70% of the portfolios evaluated will be deemed "professional."</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 90% were ranked "hired" and 70% of portfolios were evaluated "professional". (12/17/2010)</p>	<p>Use of Results : Continued workshop with Career Placement in Professional portfolio and resume development. Continue mock interview. Purchase resume quality paper for professional appearance. (03/21/2011)</p>
<p>Guidance and Discipline - Students completing the Child Development Degree (S1315) will be able to apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.</p>	<p>Course Embedded Test - Students completing CHLD 84 final exam question on conflict resolution will list the appropriate steps, teacher actions and include appropriate dialogue.</p> <p>Criteria for Success: 70% of students will answer the essay question on the final exam including all components correctly.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 90% of students correctly responded to the final exam question on conflict resolution. (03/31/2013)</p>	<p>Use of Results : Students who were not successful identified 5 or less steps, and did not include the appropriate dialogue. Review of the lecture/activity is necessary. A new CD may be needed. Closed caption is needed on current CD. (03/31/2013)</p>

1. Assessment Plan - Four Column



Degree: AS - Computer - Database Management Systems - S0706

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Normalization Rules - Students completing the Database Management Systems Degree (S0706) will be able to apply normalization rules to database design.</p> <p>Start Date (Optional): 02/28/2011 End Date (Optional): 06/18/2011</p>	<p>Course Embedded Test - Design database where each table is in the third normal form</p> <p>Criteria for Success: 60% of the students completing this assessment will earn a grade of 80% or higher.</p> <p>Schedule: During the term that CISD40 is offered.</p>	<p>Summary of Data Collection Period: 2009-10</p> <p>Summary of Data Type: Criterion Met</p> <p>80% of students achieved grade of 80% and higher when completing assessment of creating tables using normalization rules (05/19/2010)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. (04/18/2011)</p>
<p>Scripts and Procedures - Students completing the Database Management Systems Degree (S0706) will be able to create a program using script and stored procedure.</p> <p>Start Date (Optional): 08/29/2010 End Date (Optional): 06/18/2011</p>	<p>Other - A project will be developed that will require the students to use scripts and stored procedures.</p> <p>Criteria for Success: 80% of students will rate 70% or better on a project that will require them to use script and stored procedures.</p> <p>Schedule: This assessment will be scheduled with the CISD21 - SQL Server course.</p>	<p>Summary of Data Collection Period: 2010-11</p> <p>Summary of Data Type: Criterion Met</p> <p>90% of students rated 78% or better in spring 2009 on retrieving database data using SQL Server Data Manipulation Language commands. (04/18/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. (04/18/2011)</p>

1. Assessment Plan - Four Column



Degree: AS - Computer Network Administration and Security Management S0701

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Configure and install a firewall - Students completing AS Degree: Computer Network Administration and Security Management (S0701) will be able to configure and install a firewall. Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension. Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 77% of the students earned a grade of 70% or better and demonstrated the ability to configure and install Linux and ASA security device. (12/10/2012)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (12/10/2012)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 78% of the students earned a grade of 70% or better and demonstrated the ability to configure and install a Cisco Pix firewall and ASA security device. (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Implement a secured translation for service hosting through firewall - Students completing Degree: AS - Computer Network Administration and Security Management (S0701) will be able implement a secured translation for service hosting through firewall. Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Other - Hands-on lab and multiple choices questions for students to demonstrate their comprehension. Criteria for Success: 70% of the students will earn a grade of 70% or better on the configuration lab and related questions.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 77% of the students earned a grade of 70% or better and demonstrated the ability to implement a secured translation for service hosting through firewall. (12/10/2012)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (12/10/2012)</p>
		<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 75% of the students earned a grade of 70% or better and demonstrated the ability to implement a secured</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance.</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
		translation for service hosting through firewall. (02/25/2011)	We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)

1. Assessment Plan - Four Column



Degree: AS - Computer Programming S7302

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Display database data - Students completing the Computer Programming Degree (S7302) will be able to display data from related database tables.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table.</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 93% of the students completed an assignment successfully connecting to a database in Fall 2009 (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis. (02/25/2011)</p>
<p>Update a database - Students completing the Computer Programming Degree (S7302) will be able to update a SQL Server database.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 06/17/2011</p>	<p>Students will be given a programming project that requires them to manipulate a database with related tables and to update fields within a table</p> <p>Criteria for Success: 80% of the students will demonstrate the ability to manipulate a database with related tables and to update fields within a table</p>	<p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 79% of students successfully completed an assignment to update a database with related tables in Fall 2009 (02/25/2011)</p>	<p>Use of Results : Since the SLO goal was achieved, no significant modifications are needed to improve student performance. We will continue to evaluate student performance with respect to the stated SLOs on a periodic basis (02/25/2011)</p>

1. Assessment Plan - Four Column



Degree: AS - Educational Paraprofessional - S0375

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Effective Teaching Strategies - Identify a variety of effective teaching strategies.</p> <p>Start Date (Optional): 01/30/2015 End Date (Optional): 06/26/2015</p>	<p>Other - Students will respond to an essay prompt in Educ 10 and Educ 16 courses. Answers will be scored on a department-created rubric.</p> <p>Criteria for Success: At least 70% of students will score a "passing" score based on the rubric.</p>		

1. Assessment Plan - Four Column



Degree: AS - Equipment Technology - S0118

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Operating Fundamentals - Students completing the Equipment Technology Degree will be able to demonstrate fundamentals of operating tractors and equipment covered in class</p> <p>Start Date (Optional): 08/22/2011 End Date (Optional): 10/01/2012</p>	<p>Course Embedded Test - Laboratory practical skills exam</p> <p>Criteria for Success: 90% of completers will score 80% or higher on skills portion of exam</p>	<p>Summary of Data Collection Period: 2012-13</p> <p>Summary of Data Type: Criterion Not Met</p> <p>There have been no recent completers of this degree (10/07/2012)</p>	<p>Use of Results : Due to the fact there have been no recent completers of this degree, we will assess the reasons and make program changes accordingly (10/07/2012)</p>
<p>Professional Conduct - Students completing the degree will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the degree will be able to give a professional quality oral presentation</p>			
<p>Small engine overhaul - Students completing the degree will be proficient in engine disassembly, evaluation of components, and reassembly of small air-cooled gasoline engine</p>			

1. Assessment Plan - Four Column



Degree: AS - Fashion Design & Technologies - S1320

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Create an apparel collection - Students completing the Fashion Design and Technologies Associate of Arts Degree will be able to create an apparel collection including textile designs and flats (technical drawings) pursuant to apparel industry standards.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed project. Criteria for Success: 70% of the students will score a minimum of 14 out of 18 points on this project. Schedule: Assessing once per year.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Spring 2010 and Fall 2012 semesters, 87% (34 out of 39 students) scored 14 (or better) out of 18 points on a faculty developed project focusing on CAD textile designs and technical drawings (flats). (02/26/2013)</p>	<p>Use of Results : Met SLO goals. Instructors will keep this and re-assess again. CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH Design Degree. (04/07/2014)</p>
<p>Demonstrate understanding of the fashion industry trend research process. - Students who complete the Fashion Design and Technologies Associate of Arts Degree will be able to demonstrate their understanding of the fashion industry trend research process.</p> <p>Start Date (Optional): 09/03/2013 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed project. Criteria for Success: 70% of the students will score a minimum of 74 out of 105 points on a faculty developed trend research and forecasting project. Schedule: Assessing once per year.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Fall 2012 semester, 100% (47 out of 47 students) scored 74 points (or better) out of 105 points. (02/26/2013)</p>	<p>Use of Results : Met SLO goals for 2013. 2014-2015 - This SLO will change since the FASH 24 Gerber class is part of degree and is a necessary skill (advisory board 2013) for students entering this industry. New SLO will be developed in fall 2014 when curriculum degree changes clear EDC. CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH Design Degree. (04/07/2014)</p>

1. Assessment Plan - Four Column



Degree: AS - Fashion Merchandising - S1308

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Research & analyze the marketing and promotional techniques of fashion and apparel companies. - Students who complete the Fashion Merchandising Degree will be able to analyze the marketing and promotional techniques of fashion and apparel companies.</p> <p>Start Date (Optional): 03/09/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty Developed Rubric - 85 points. Criteria for Success: 70% of the students will score a minimum of 60 out of 85 points on a project that focuses on researching and analyzing the promotional techniques of a fashion company.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Fall 2011 and Fall 2012 semesters, 95% (98 out of 103 students) scored 60 points (or better) out of 85 points. (02/26/2013)</p>	<p>Use of Results : Met SLO goals for 2013. 2014-2015 - This SLO will change since the FASH 62 Excel Retail math class is part this degree and is a necessary skill (advisory board 2013) for students entering this industry. New SLO will be developed in fall 2014 when curriculum degree changes clear EDC. CSDT Department Meeting 2.14.2014: Use of results discussion noted for FASH Merchandising Degree. (04/07/2014)</p>
<p>Understand of the fashion industry trend research process - Students who complete the Fashion Merchandising Associate of Arts Degree will be able to demonstrate their understanding of the fashion industry trend research process.</p> <p>Start Date (Optional): 09/03/2012 End Date (Optional): 02/14/2014</p>	<p>Other - Faculty developed rubric - 105 points. Criteria for Success: 70% of the students will score a minimum of 74 out of 105 points on a faculty developed trend research and forecasting project. Schedule: Assess once per year.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met In the Fall 2012 semester, 100% (47 out of 47 students) scored 74 points (or better) out of 105 points. (02/14/2013)</p>	<p>Use of Results : Met SLO goals for 2013. 2014-2015 - This SLO will change since the FASH 62 Excel Retail math class is part this degree and is a necessary skill (advisory board 2013) for students entering this industry. New SLO will be developed in fall 2014 when curriculum degree changes clear EDC. CSDT Department Meeting 2.14.2014: Use of results discussion noted for</p>

1. Assessment Plan - Four Column



Degree: AS - General Business - S0501

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSA 7 - SLO 1 - I am able to describe the basic accounting system and how it is used to serve business needs Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 98.21% of course completers who completed the SLO assessment tool scored 3 or above. (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 98% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (03/19/2012)</p>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 97.5% of course completers who completed the SLO assessment tool scored 3 or above. (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the course interesting and inclusive of current trends and information. (03/19/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSM 61 - SLO 1 - I am able to apply management concepts and functions Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/27/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Graphic Design- S0318

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Portfolio - A final professional digital portfolio will be turned in that will target a specific audience representing the student's chosen field.</p> <p>Start Date (Optional): 08/23/2010 End Date (Optional): 08/22/2011</p>	<p>Portfolio - The portfolio will be evaluated by the instructor of record using a simple rubric for assessment. Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, showcasing a professional digital portfolio that is targeting a specific audience. Schedule: Assessment will take place at the end of Fall 2010 and Spring 2011 semesters.</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 82% of students surveyed met the criterion for success. (03/21/2012)</p>	<p>Use of Results : The main focus of this course, and program is to provide students with the skills to produce a professional portfolio relative to industry standards applicable to employment. We will continue to gauge this objective based on its importance to student success. (03/21/2012)</p>
<p>Research - research and interpret information necessary to develop an effective message(s) and strategy for a commercial art assignment. Outcome Status: Active</p>			
<p>Creativity & Ideation - develop and communicate creative, visual solutions for a commercial art assignment. Outcome Status: Active</p>			
<p>Design - design commercial art products that effectively utilize principles and elements of design. Outcome Status: Active</p>			
<p>Production - select and use appropriate, industry standard tools</p>			

and technology to produce commercial art products.

Outcome Status: Active

Presentation - present their commercial art products, explaining and defending their strategic choices, creative ideas and design decisions.

Outcome Status: Active

1. Assessment Plan - Four Column



Degree: AS - Histologic Technician Training - S1211

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Exam Pass Rate - Students will be able to successfully pass the Histotechnician American Society for Clinical Pathology Exam (ASCP). Outcome Status: Active</p>			
<p>Employment - Students will be able to be employed as histotechnicians. Outcome Status: Active</p>			
<p>Technical Skills - Students will be able to demonstrate superior technical skills. Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Degree: AS - Horse Ranch Management - S0102

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Production/Business Plans - Students completing the Horse Ranch Management degree will be able to design a comprehensive production/business plan for various horse-related activities</p> <p>Start Date (Optional): 08/27/2012 End Date (Optional): 09/01/2014</p>	<p>Other - Students will design a production/business plan for a horse-related activity</p> <p>Criteria for Success: 85% of the students successfully completing the Horse Ranch Management courses will achieve a score of 70% or greater on their production/business plans.</p>		
<p>Professional Conduct - Students completing the Horse Ranch Management degree will demonstrate professional conduct in the industry</p> <p>Start Date (Optional): 08/27/2012 End Date (Optional): 09/01/2014</p>	<p>Other - Students will be evaluated by their employers during their work experience course to make sure that they are conducting themselves in a professional manner</p> <p>Criteria for Success: 85% of all students taking the work experience course will have a positive evaluation from their employer on their professional conduct.</p>		
<p>Entry-Level Job - Students completing the Horse Ranch Management Degree will be able to obtain an entry-level position in the horse industry</p> <p>Outcome Status: Inactive</p>			

1. Assessment Plan - Four Column



Degree: AS - Hospitality and Restaurant Mgmt - S1307

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Career Portfolio - Locate a current hospitality job, write a report on the prospective employer, write a cover letter and resume.</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 82% of students earned over 80% or higher for this SLO. (12/03/2011)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (12/03/2011)</p>
<p>Service Style Identification - Students will be able to differentiate between the various styles of service including: American (Pre-plated), English (Family), Russian (Platter), French (Gueridon).</p>	<p>Other - Quizzes, Exams, and Demonstration. Criteria for Success: 70% passing grade or higher in assessments. Students will also accurately demonstrate American, English, and Russian service.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Not Met Gathering data for this SLO has been a challenge in the past due to the lack of a student service lab. However with the allocation of 19B-3 as a classroom for the HRM program, we anticipate being able to gather data for this SLO beginning in Spring 2012. (12/03/2011)</p>	<p>Use of Results : Gathering data for this SLO has been a challenge in the past due to the lack of a student service lab. However with the allocation of 19B-3 as a classroom for the HRM program, we anticipate being able to gather data for this SLO beginning in Spring 2012. (12/03/2011)</p>
<p>Foodborne Illness Outbreak - Identify foodborne pathogen, their sources, and resulting illnesses, and symptoms.</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 24 students complete the assessment activity for this SLO in fall 2011 . 100% of the students met the criteria for the SLO. (12/03/2011)</p>	<p>Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (12/03/2011)</p>
<p>Mise en plan - Plan a food production schedule and assemble the tools, equipment, and ingredients required to produce a recipe in an organized and efficient manner.</p>			
<p>Cost Volume Analysis - Students will</p>			

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
be able to conduct break-even analysis on a food & beverage facility and conduct cost volume analysis to determine number of customers required to attain desired profits.	Directly related to Objective	Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 50 students completed this activity during Summer 2010 and Spring 2011. 88% of these students successfully met the criterion. (12/03/2011)	Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (12/03/2011)
Performance Evaluation and Discipline - Conduct an employee: interview, performance evaluation, and apply effective discipline techniques.	Focus Group - Case-studies Criteria for Success: 90% accuracy or higher in conducting employees performance appraisals and discipline based on case-study data.	Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 72 students complete the assessment activity for this SLO in fall 2010 and fall 2011. 92% of the students met the criteria for the SLO. (12/03/2011)	Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (12/03/2011)
Income Statement - Students will be able to develop an Income (P&L) Statement for a hospitality operation.	Course Embedded Test - Quizzes and exams. Criteria for Success: 70% passing grade or higher in quizzes and exams.	Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met 27 students complete the assessment activity for this SLO in Fall 2010. 56% of the students met the criteria for the SLO. (12/03/2011)	Use of Results : Although the SLO was met by 56% of students, this figure is below the expectations of the program. To address this issue, students will be provided with more opportunities to practice developing financial statements in class. (12/03/2011)
Civil Case Analysis - Students will be able to analyze a civil case related to the hospitality industry and determine the facts, elements of negligence, possible consequences and outcomes	Other - Case-study. Students will analyze a civil suit against a hospitality business and complete a detailed report on the case. Criteria for Success: Report will be evaluated based on quality of analysis, accuracy, format, and presentation. Passing grade for the assignment is 70%.	Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 53 students completed this activity during Fall 2010 and Spring 2011. 89% of these students successfully met the criterion. (12/03/2011)	Use of Results : In addition to the content provided on this SLO through lectures, notes, and text, this particular SLO is also supplemented with a video covering the topic that students may view as frequently as they wish. The use of videos and unlimited access to the content seems to be helpful in aiding the students in understanding the topic. (12/03/2011)
Front Desk Staffing and Scheduling - Students will be able to identify staffing needs for a hotel Front Desk based on occupancy, level of activity,	Directly related to Objective	Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 52 students complete the assessment activity for this SLO between fall 2010 and winter 2011. 63% of the students	Use of Results : While the criterion was met by 63% of students, that figure is below the expectations of the program. To

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
and budget constraints.	Directly related to Objective	met the criteria for the SLO. (12/03/2011)	address this issue, students will be provided with more opportunities to practice the Hubbart Formula and will be provided with an online video tutorial that walks them through the processes of establishing room rates. Having the video tutorials accessible to student all the time ensures that they can review the material as frequently as necessary. (12/03/2011)
Room Rates - Students will be able to establish room rates based on desired profits using the Hubbart formula.	Directly related to Objective	Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Met 53 students complete the assessment activity for this SLO between fall 2010 and winter 2011. 81% of the students met the criteria for the SLO. (12/03/2011)	Use of Results : The current methods applied to meet the criteria for this SLO have produced successful results and will continue to be utilized. (12/03/2011)

1. Assessment Plan - Four Column



Degree: AS - Human Resources Mgmt - S0530

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 61 - SLO 1 - I am able to apply management concepts and functions Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/11/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 98% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (03/19/2012)</p>
<p>BUSM 62 - SLO 1 - I am able to explain theory and practical application of Equal Employment Opportunity current employment laws Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/11/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 95.6% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (03/19/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSO 25 - SLO 1 - I am able to compose an appropriate, effective letter presenting good news, bad news, sales, or persuasive content Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/11/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94.8% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Integrated Pest Management - S0311

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical Proficiency - Students completing the degree will be technically proficient. Start Date (Optional): 10/15/2011 End Date (Optional): 10/15/2011</p>			
<p>Professional Conduct - Students completing the degree will demonstrate professional conduct in the industry. Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the degree will be able to give a professional quality oral presentation</p>			
<p>Integrated Pest Management Program - Degree completers will be able to formulate and implement a complete Integrated Pest Management program for a specific site.</p>			

1. Assessment Plan - Four Column



Degree: AS - Interior Design - Kitchen and Bath Design - S1302

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Design - Students will successfully design a kitchen based NKBA standards.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of design. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of design.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (4 out of 4 students) received a score of at least 70%. (03/06/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (03/06/2013)</p>
<p>Accuracy - Students will successfully meet program requirements.</p>	<p>In a final project, students will be evaluated on a rubric in the area of accuracy. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of accuracy.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (4 out of 4 students) received a score of at least 70%. (03/06/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (03/06/2013)</p>
<p>Craftsmanship - Students will successfully demonstrate craftsmanship skills in the presentation of the final project.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of craftsmanship. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of craftsmanship.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (4 out of 4 students) received a score of at least 70%. (03/06/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (03/06/2013)</p>

1. Assessment Plan - Four Column



Degree: AS - Interior Design S1301

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Design - Students will successfully design a space based on a concept.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of design. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of design.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of students (6 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Accuracy - Students will successfully meet program requirements.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of accuracy. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of accuracy.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 75% of students (6 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>
<p>Craftsmanship - Students will successfully demonstrate craftsmanship skills in the presentation of a space.</p>	<p>Other - In a final project, students will be evaluated on a rubric in the area of craftsmanship. Criteria for Success: 70% of students will receive at least 70% of the total points possible in the area of craftsmanship.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students (8 out of 8 students) received a score of at least 70%. (02/18/2013)</p>	<p>Use of Results : With the implementation of new curriculum in the program we will reassess each year for 3 years to ensure positive results of assessment are consistent (02/18/2013)</p>

4. Degree: AS - Interior Design

Kitchen and Bath Specialization.

S1302. Design. - Students will successfully design a kitchen based NKBA standards.

Outcome Status: Active

1. Assessment Plan - Four Column



Degree: AS - International Business - S0507

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 51 - SLO 1 - I am able to identify how governments influence trade Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 90.91% of course completers who completed the SLO assessment tool scored 3 or above. (04/11/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 97.71% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (03/19/2012)</p>
<p>BUSM 52 - SLO 1 - I am able to explain how a small business can prepare to conduct export operations Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/11/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 97.25% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the courses interesting and inclusive of current trends and information. (03/19/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSM 66 - SLO 1 - I am able to describe business planning for small business</p> <p>Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted</p> <p>Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/11/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 93.12% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Livestock Management - S0103

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Production/Business plans - Students the Livestock Management degree will be able to design a comprehensive production/business plan for various livestock species</p> <p>Start Date (Optional): 09/07/2012 End Date (Optional): 09/08/2014</p>	<p>Other - Students will design a production/business plan for the swine, beef and sheep production courses.</p> <p>Students will design a production/business plan for the swine, beef and sheep production courses.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Not Met Beef production will be accessed at the end of the semester.</p> <p>The other courses will be accessed when they are offered. (09/07/2012)</p>	<p>Use of Results : Beef Production is currently being offered and will be access at the end of the semester.</p> <p>The other courses will be accessed when they are offered (09/07/2012)</p>
	<p>Criteria for Success: Criterion: 85% of the students sucessfully completing the livestock production courses will achieve a score of 70% or greater on their production/business plans.</p>		
	<p>85% of the students sucessfully completing the livestock production courses will achieve a score of 70% or greater on their production/business plans.</p>		

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

Date Summary of Data Actions
Related Documents Summary of
Data Status
9/7/2012 Beefproduction is
currently being offered and will be
accessed at the end of the semester.
The remaining courses will be
accessed when they are offered. 1
Action Date Use of Results
9/7/2012 Beefproduction is
currently being offered and will be
accessed at the end of the semester.
The remaining courses will be
accessed when they are offered
Schedule: Beef production is
currently being offered and will be
accessed at the end of the
semester.

The other courses will be accessed
when they are offered.

transfer - Completers of this degree
can successfully transfer to the CSU
and UC system.

Animal Welfare - Completers of this
program will address animals welfare
requirements when designing and
implementing a livestock
management system.

1. Assessment Plan - Four Column



Degree: AS - Marketing Management - S0510

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSS 36 - SLO 1 - I have developed a working knowledge of marketing terminology Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
<p>BUSM 20 - SLO 1 - I am able to list and explain the foundations upon which business is built and the economic challenges facing the United States Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 97.5% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
<p>BUSS 35 - SLO 1 - I am able to list the characteristics of a successful salesperson. Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 96.55% of course completers who completed the SLO assessment tool scored 3 or above (04/27/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>

1. Assessment Plan - Four Column



Degree: AS - Ornamental Horticulture - S0119

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical Proficiency - Students completing the degree will be technically proficient. Start Date (Optional): 10/15/2011 End Date (Optional): 10/15/2011</p>	<p>Course completers will be given a field identification test as a final exam</p> <p>Criteria for Success: Course completers will be given a field identification test as a final exam Criterion: 75% of course completers will be able to pass the final exam with a grade of "C" (70%) or better. (Proper Identification, Botanical Name, Common Name and proper spelling of each).</p> <p>Schedule: This will be assessed annually in December</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 76% of course completers passed the final exam with a grade of 70% or better. (01/05/2012)</p>	<p>Use of Results : Although the criterion was met, the students who did not pass seemed to have trouble due to poor attendance, so new procedures to encourage better attendance have been incorporated into the course. (06/15/2012)</p>
<p>Professional Conduct - Students completing the degree will demonstrate professional conduct in the industry. Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the degree will be able to give a professional quality oral presentation</p>			

1. Assessment Plan - Four Column



Degree: AS - Paralegal/Legal Assistant - S0310

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Student confidence - Students completing the Paralegal / Legal Assistant Degree (S0310) will have increased their confidence in basic paralegal skills.</p> <p>Start Date (Optional): 08/29/2011</p>	<p>Survey - Students will be surveyed in the Introduction to Paralegal (PLGL 30) class regarding their confidence on several basic paralegal skills. They will then be surveyed in the PLGL 38 class, which is taken shortly before graduation, regarding their confidence on these same basic paralegal skills.</p> <p>Criteria for Success: The basic paralegal skills have been suggested by the advisory committee. The paralegal faculty will look for a significant increase in confidence between the PLGL 30 class and the PLGL 38 class.</p> <p>Schedule: The survey will be administered immediately after the drop date in the PLGL 30 class, and will be administered by 15th week of the PLGL 38 class.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Student confidence significantly improved in all 12 paralegal tasks included in the survey. Students are significantly more confident in their ability to perform basic paralegal skills. (Exit surveys completed June 2016.) (06/14/2016)</p> <hr/> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met The surveys administered in the PLGL 38 course showed a significant level of improvement (from the PLGL 30 course) in all of the twelve tasks surveyed. (08/26/2015)</p> <hr/> <p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met Student confidence improved in all 12 paralegal tasks included in the survey. Most of the improvements were significant (from less than 10 percent in each category to over 80% in some categories). Students are significantly more confident in their ability to perform basic paralegal skills. (Surveys completed June 2014). (06/13/2014)</p> <hr/> <p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met Student confidence improved in all 12 paralegal tasks</p>	<p>Use of Results : Since the surveys showed significant increases in confidence in all tasks, no program change is necessary at this time. This assessment will continue to be administered in future years. (08/26/2015)</p> <hr/> <p>Use of Results : Since the criteria were met, no changes are planned for the program. There were only two areas where the percentages at the time of graduation were in the range of 40%, these being comfort levels with manual research and the ability to draft a basic contract. The program will be suggesting to professors in these classes to ensure standards in assessments and assignments that provide training in these areas to students. (09/25/2014)</p> <hr/> <p>Use of Results : As the criterion was met, no changes are required. However, the number of</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>included in the survey. Most of the improvements were significant. Students are significantly more confident in their ability to perform basic paralegal skills. (Surveys completed June 2013). (06/14/2013)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met Student confidence improved in all 12 paralegal tasks included in the survey. Most of the improvements were significant. Students are significantly more confident in their ability to perform basic paralegal skills. (06/20/2012)</p>	<p>graduates showing uncertainty or a total lack of confidence in performing these tasks run from a low of 15% to a high of 26%. The program will address these concerns among our part-time faculty to ensure that the tasks identified in the survey are being addressed in the classroom. Also, the program has requested, but been denied, funds to hire tutors for the PLGL program. These positions could help us improve on lowering these numbers and we will continue to ask for such funding. (10/12/2013)</p> <hr/> <p>Use of Results : Since the SLO's criteria was met, no change to the program is required now. The SLO will continue to be assessed in future years. (06/20/2012)</p>
<p>Perform legal work - Students completing the Paralegal / Legal Assistant Degree (S0310) will competently prepare basic legal documents such as motions and discovery, as they would be asked to do under the direction and supervision of a licensed attorney. Start Date (Optional): 12/16/2011 End Date (Optional): 03/19/2012</p>	<p>Other - Students will competently prepare basic legal documents such as a motion to compel discovery responses, a motion to dismiss, a motion for summary judgment, interrogatories, interrogatory responses, etc, as they would be asked to under the direction and supervision of a licensed attorney. Criteria for Success: Paralegal program faculty will administer this assessment by assigning a writing project which encompasses this skill.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Over 81% of successful course completers earned a minimum of 70% of the possible points on the motion to compel interrogatory responses. (06/14/2016)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Over 92% of successful course completers earned a minimum of 70% of the possible points on the memorandum of law assignment. (06/14/2016)</p> <hr/> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met Over 97% of successful PLGL 31B completers earned at least 70% on the legal memorandum assignment. (06/22/2015)</p>	<p>Use of Results : Since the SLO's criteria was met, no change to the course is necessary at this time. The SLO will continue to be assessed in future semesters. (06/22/2015)</p>
		<p>Summary of Data Collection Period: 2014-15</p>	

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>Summary of Data Type: Criterion Met Over 81% of successful PLGL 31B course completers earned at least 70% of the possible points on the motion to compel interrogatory responses. (06/22/2015)</p>	<p>Use of Results : Since the SLO's criteria was met, no change to the course is needed at this time. The SLO will continue to be assessed in future semesters. (06/22/2015)</p>
		<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met Over 87% of successful PLGL 31B course completers earned at least 70% of the possible points on the appellate brief project. (06/22/2015)</p>	<p>Use of Results : Since the SLO's criteria was met, there is no need to make changes to the course at this time. The SLO will continue to be assessed in future semesters. (06/22/2015)</p>
		<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met 93.5% of successful course completers scored at least 70% of the possible points on the appellate brief project in the PLGL 31B course. (06/23/2014)</p>	<p>Use of Results : Since the SLO's criteria was met, no change to the program is required now. The SLO will continue to be assessed in future semesters. (06/23/2014)</p>
		<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met 93.5% of successful course completers scored at least 70% of the possible points on the motion to compel interrogatory responses project in the PLGL 31B course (06/23/2014)</p>	<p>Use of Results : Since the SLO's criteria was met, no change to the program is required now. The SLO will continue to be assessed in future semesters. (06/23/2014)</p>
		<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met 88.6% of the successful course completers scored at least 70% on an office memorandum prepared in the PLGL 31B course. (06/23/2014)</p>	<p>Use of Results : Since the SLO's criteria was met, no change to the program is required now. The SLO will continue to be assessed in future semesters. (06/23/2014)</p>
		<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 80% of the successful course completers scored at least 70% on an office memorandum prepared in the PLGL 31B course. (07/01/2013)</p>	<p>Use of Results : Since the SLO's criteria was met, no change to the course or program is required now. The SLO will continue to be assessed in future semesters. The program is successfully preparing students for performing this task in a law office. (07/01/2013)</p>
		<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 87% of successful course completers scored at least 70% of</p>	<p>Use of Results : Since the SLO's criteria was met, no change to the</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>the possible points on the motion to compel interrogatory responses project in the PLGL 31B course. (07/01/2013)</p> <hr/> <p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 91% of successful course completers scored at least 70% of the possible points on the appellate brief project in the PLGL 31B course. (07/01/2013)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 81% of the students in the class earned at least 70% of the possible points on a motion to compel interrogatory responses (and all supporting documentation), including format, content, and citation form. (06/18/2012)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 94.2% of students scored 70 or above in drafting interrogatories, requests for production and a related motion. 87.4% scored 80 or higher on the assignment. (03/19/2012)</p>	<p>course or program is required now. The SLO will continue to be assessed in future semesters. The program is successfully preparing students for performing this task in a law office. (07/01/2013)</p> <hr/> <p>Use of Results : Since the SLO's criteria was met, no change to the course or program is required now. The SLO will continue to be assessed in future semesters. The program is successfully preparing students for performing this task in a law office. (07/01/2013)</p> <hr/> <p>Use of Results : Since the SLO's criteria was met, no change to the course is required now. The SLO will continue to be assessed in future semesters. (06/18/2012)</p> <hr/> <p>Use of Results : Since the SLO's criteria was met, no change to the course is required now. The SLO will continue to be assessed in future semesters and across PLGL 31B and PLGL33B. (03/19/2012)</p>
<p>Certification: LexisAdvance - Students completing the Paralegal / Legal Assistant Degree (S0310) will have earned LexisAdvance certification for paralegals.</p> <p>Start Date (Optional): 02/23/2015</p>	<p>Other - Students will complete the online LexisAdvance certification during the PLGL 31B course and will present the 31B instructor with the certificate earned.</p> <p>Criteria for Success: Presentation of the certificate the student receives from Lexis.</p> <p>Schedule: End of each spring semester.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Inconclusive Only 74% of PLGL 31B students earned the Lexis certification in spring 2016. However, students reported completing the certification process but difficulty obtaining their official notice, from Lexis, that they were certified. In spring 2017 instructors may consider requiring that the Lexis certification be completed earlier in the semester, so that there is more time, before the end of the semester, to resolve this problem (06/14/2016)</p> <hr/> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met</p>	<p>Use of Results : Since the SLOs criteria was met, no change to the</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Certification: Westlaw - Students completing the Paralegal / Legal Assistant Degree (S0310) will have earned Westlaw certification for paralegals.</p> <p>Start Date (Optional): 02/23/2015</p>	<p>Other - Paralegal students will complete the online Westlaw certification for paralegals before completion of the PLGL 31B course and will present the Westlaw certificates to the PLGL 31B instructor.</p> <p>Criteria for Success: Students will present the certificate generated by Westlaw when they complete the certification.</p> <p>Schedule: By the end of each spring semester in the PLGL 31B course.</p>	<p>Over 90% of successful course completers earned this certification by the end of the semester. (06/22/2015)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Over 96% of PLGL 31B students earned the Westlaw certification. (06/14/2016)</p> <hr/> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met Over 84% of successful course completers earned this certification. (06/22/2015)</p>	<p>course is required now. The SLO will continue to be assessed in future semesters. (06/22/2015)</p> <hr/> <p>Use of Results : Since the SLO's criteria was met, no change to the course is required now. The SLO will continue to be assessed in future semesters. (06/22/2015)</p>

1. Assessment Plan - Four Column



Degree: AS - Park and Sports Turf Management - S0116

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Professional Conduct - Students completing the degree will demonstrate professional conduct in the industry.</p> <p>Start Date (Optional): 10/15/2011</p>			
<p>Professional Oral Presentation - Students completing the degree will be able to give a professional quality oral presentation</p>			
<p>Sports Turf Assessment - Degree completers will be able to formulate and propose an all-inclusive management program for a sports turf area</p>			
<p>Pruning Techniques - Students completing this degree will be able to demonstrate proper pruning skills for pruning woody trees and shrubs.</p>			

1. Assessment Plan - Four Column



Degree: AS - Photography - S1002

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Portfolio - Students will create a portfolio of 20-25 pieces. Start Date (Optional): 10/07/2010 End Date (Optional): 06/30/2011</p>	<p>Portfolio - The portfolio images will be reviewed for the quality, content and number of pieces. Image quality is based on sharpness, exposure, contrast, color and coherent concept. Criteria for Success: 80% of students turning in their portfolio will receive a score of at least 80% of the allowable points for the project, showcasing a professional photographic portfolio.</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met During Spring, 2014, 13 students took the Portfolio class (Phot 28) and all 13 successfully completed professional portfolios. It should be noted that students may elect to take ARTC 290 to complete their portfolio, therefore, the 13 students above do not represent the total number of photography students completing portfolios. (06/30/2014) Related Documents: AssessmentReport</p>	<p>Use of Results : The photography faculty feels that this is an accurate method of assessment for this course and plans to continue this SLO next year. (06/30/2014)</p>
<p>Core Photography Skills - Students in Photography will know two core skills of exposure control, i.e. f/stop and shutter control. (07-08)(09-10) (10-11) (11-12) Start Date (Optional): 04/03/2010 End Date (Optional): 12/01/2011</p>	<p>Standardized Test - A four-question test will be given to assess student learning of core skills of exposure: standard f/stops, function of the f/stop, standard shutter speeds, function of the shutter. Criteria for Success: At least 75% of students will score 75% or greater on the test Schedule: Fall 2010-Fall 2011</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met During the 2013-14 academic year, 413 students took the test, and 354 passed with 75% score or higher, representing a pass rate of 86%. (06/30/2014) Related Documents: AssessmentReport</p>	<p>Use of Results : The photography faculty feels that this is an accurate method of assessment for this course and plans to continue this SLO next year. (06/30/2014)</p>
<p>Assess Learning Styles - Assess learning modality preferences using</p>	<p>Survey - An online Learning Styles survey will be given to students to</p>	<p>Summary of Data Collection Period: 2010-11 Summary of Data Type: Criterion Not Met</p>	<p>Use of Results : Although our criteria of 50% or more student</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
previous Core Skill SLO's. (09-10) (10-11) (11-12) Start Date (Optional): 09/01/2011 End Date (Optional): 09/01/2012	assess the best teaching methods for student success Criteria for Success: 50% or more of students will identify with the same learning style Schedule: Fall 2010- Spring 2011 Related Documents: Learning Styles REsults S2011	98 students completed the online survey during Fall 2010, Spring 2011 and Fall 2011 semester. Five learning style categories were identified; Visual/Non-Verbal, Tactile/Kinesthetic, Visual/Verbal, Auditory/Verbal and "Balance of all Four". The results were: Visual/Non-Verbal 38%, Tactile/Kinesthetic 33%, Balance of All four 14%, Visual/Verbal 8% and Auditory/Verbal 7%. (12/01/2011) Related Documents: Learning Styles REsults S2011	identifying a common learning style, we still find this information useful and will use it to adjust our teaching methods by increasing Visual and Kinesthetic teaching methods. (03/03/2012)

Assess Learning Styles_1 - Assess learning modality preferences using previous Core Skill SLO's. (09-10) (10-11)
Start Date (Optional): 05/01/2010
End Date (Optional): 05/01/2011

1. Assessment Plan - Four Column



Degree: AS - Radio Broadcasting: Behind the Scenes - S0606

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Job Skills - Students will feel they have the skills required to obtain an entry-level behind-the-scenes job in the entertainment industry.</p> <p>Start Date (Optional): 10/24/2010 End Date (Optional): 06/17/2011</p>	<p>Survey - Students will be surveyed using an exit questionnaire.</p> <p>Criteria for Success: At least 75% of the students who qualify for a degree will feel they have to skills required to obtain an entry-level behind-the-scenes job in broadcasting.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students surveyed felt that they had acquired the skills necessary. (03/22/2012)</p>	<p>Use of Results : The survey will be repeated to ensure consistency as more students graduate from the program. (03/22/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Radio Broadcasting: On the Air - S0605

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Job Skills - Students will feel they have the skills required to obtain an entry-level behind-the-scenes job in the entertainment industry.</p> <p>Start Date (Optional): 10/24/2010 End Date (Optional): 06/17/2011</p>	<p>Survey - Students will be surveyed using an exit questionnaire.</p> <p>Criteria for Success: At least 75% of the students who qualify for a degree will feel they have to skills required to obtain an entry-level on-air job in broadcasting.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students surveyed felt that they had acquired the skills necessary. (03/22/2012)</p>	<p>Use of Results : The survey will be repeated to assure consistency as more students graduate from the program. (03/22/2012)</p>
<p>Performance - Work as a DJ or newscaster on a commercial radio station.</p> <p>Outcome Status: Active</p>			
<p>Recording - Use the studio equipment to record and edit a pre-recorded piece</p> <p>Outcome Status: Active</p>			
<p>Remotes - Plan, set-up and perform a radio station remote as an on-air personality</p> <p>Outcome Status: Active</p>			
<p>Social Media - Use social media during a live radio show to engage with the audience</p> <p>Outcome Status: Active</p>			
<p>Technical - Operate the studio equipment required for a live radio broadcast</p> <p>Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Degree: AS - Real Estate - S0512

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>State License Qualification - Students completing the Real Estate Degree (S0512) will meet the minimum qualifications to take and pass the California Department of Real Estate Exam.</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met No Degrees were awarded last term. (03/09/2016)</p>	<p>Use of Results : The new real estate sales certificate has identified a significant number of students who have met the qualifications to take the state exam. (02/24/2013)</p> <hr/> <p>Use of Results : State averages a 50% passage rate; we are doing much better than the state's average. (06/17/2011)</p>
<hr/>			
<p>1. PLO 1 - Real Estate Sales Students completing the Real Estate Sales Certificate Program (three statutory classes per the Bureau of Real Estate) will have the requisite knowledge to pass the California Real Estate Sales Exam. Outcome Status: Active</p>			
<p>2. PLO 2 - State Exam Success Rate Mt. SAC real estate students will meet or exceed the state average for success or passage on the state licensing exam. Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Degree: AS - Registered Veterinary Technology - S0105

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>AVMA Skills Performance - Students completing the Associates of Science Degree in Registered Veterinary Technology will be able to successfully perform all of the skills on the AVMA Task List Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>	<p>Other - Student skills will be assessed continuously as coursework is completed Criteria for Success: 100% of the students will successfully complete 100% of the skills listed on the AVMA Task list</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met These skills are performed and tested during AGHE 61 - Surgical Nursing. All students that pass AGHE 61 will have performed all of the skill son the Task List with 100%. The percent of students passing Surgical Nursing at this time is 95% (10/08/2015)</p>	
<p>Entry Level Employment - Students completing the Associates of Science Degree in Registered Veterinary Technology will be able to successfully obtain an entry level position as a veterinary technician. Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>			
<p>National Exam - Students completing the Associates of Science Degree in Registered Veterinary Technology will be able to successfully pass the Veterinary Technician's National Exam (VTNE). Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>			

1. Assessment Plan - Four Column



Degree: AS - Sign Language/Interpreting - S0801

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Demand Control Schema Applied . - Interpreting students will successfully apply Demand Control Schema (DC-S) Theory to the field of Sign Language Interpreting Outcome Status: Active</p>	<p>Course Embedded Test - Students will analyze interpreting situations in order to predict the success of controls chosen and resulting demands. Instructors will report the results by the semester's end. Criteria for Success: A sample of students will be able to correctly identify 3 or more successful controls.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students tested (12 out of 12) were successful at this task. (07/11/2012)</p>	
<p>Simultaneous Interpretation - Given a English narrative successfully give a functional equivalent message in ASL in a simultaneous mode. Outcome Status: Active</p>	<p>Course Embedded Test - Students will interpret a English narrative into ASL. This interpretation will be captured on Video in the SSSC, uploaded to Communicoach, and evaluated by the instructor. Criteria for Success: Functional equivalence will be present in 70% of student performances.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 92% of students met the criteria successfully (11 out of 12) (07/05/2012)</p>	<p>Use of Results : Since this is an essential skill for students entering the field, we will continue to measure it. (07/05/2012) Follow-Up: Continue to measure on an annual basis cohort by cohort (07/05/2012)</p>
<p>Language and Culture - Students will identify the influence of culture on human expression Outcome Status: Active</p>			
<p>Visual Language - Students will identify aspects of visual/manual expression as linguistically valid as parallel auditory/spoken expression Outcome Status: Active</p>			

1. Assessment Plan - Four Column



Degree: AS - Small Business Management - S0508

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>BUSM 10 - SLO 1 - I am able to define and outline the key principles of continuous quality management Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 98.76% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Discovery section, indicating that they have discovered new knowledge that relates to the discipline, technical and human skills. (03/19/2012)</p>	<p>Use of Results : Continue to devise ways to increase the level of discipline-specific coverage in the courses. (03/19/2012)</p>
<p>BUSM 66 - SLO 1 - I am able to describe business planning for small business Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p>
		<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 95.03% of course completers who completed the SLO assessment tool scored 3 or above, in the Extent of Stimulation section, indicating that they have developed a genuine professional interest in topics related to the</p>	<p>Use of Results : Continue to make the course interesting and inclusive of current trends and information. (03/19/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>BUSS 36 - SLO 1 - I have developed a working knowledge of marketing terminology Start Date (Optional): 10/10/2014</p>	<p>Survey - A student survey will be conducted Criteria for Success: At least 75% of course completers who complete the SLO assessment tool will score 3 or above, indicating that they agree or strongly agree that they possess the stated skill or ability.</p>	<p>courses completed. (03/19/2012)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of course completers who completed the SLO assessment tool scored 3 or above. (04/13/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 98.76% of course completers who completed the SLO assessment tool scored 2 or above, in the Extent of Relevance section, indicating that they can relate material from each course completed to their current and future professional needs, even if these needs fall into a different discipline (03/19/2012)</p>	<p>Use of Results : The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/27/2016)</p> <hr/> <p>Use of Results : 100% of course completers who completed the SLO assessment tool scored 3 or above. The Summary of Data results indicate that we have met our criterion for this particular SLO. Next year, during the review process we will revisit the SLO to determine appropriateness and rigor. (04/13/2016)</p> <hr/> <p>Use of Results : Continue to develop discipline specific skills that are also transferable across occupations and industries. (03/19/2012)</p>

1. Assessment Plan - Four Column



Degree: AS - Television Production - S0602

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Student Skills - RTV program students will feel that they have an increased possession of the skills required for entry-level work in the entertainment industry.</p> <p>Start Date (Optional): 10/04/2010 End Date (Optional): 06/30/2011</p>	<p>Other - Exit Interview: the student will be interviewed by the lead instructor in the program.</p> <p>Criteria for Success: By the end of June 2011 75% of students who qualify for a degree in the area will feel that they have the skills necessary for entry-level employment in the field.</p>	<p>Summary of Data Collection Period: 2013-14 Summary of Data Type: Criterion Met 100% of the students felt that they were adequately prepared for employment, after interning in the field. (07/29/2014)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students met the standard. (03/22/2012)</p>	<p>Use of Results : One more cycle of assessment with the present SLO will be done, after which a new SLO will be written in consultation with discipline faculty. (07/29/2014)</p> <hr/> <p>Use of Results : Run survey again with larger sample in June 2012 (03/22/2012)</p>
<p>Entry-level skills - RTV program students will feel that they have an increased possession of the skills required for entry-level work in the entertainment industry.</p> <p>Outcome Status: Active</p>			
<p>3 Production Types - Function in three types of production: Narrative (film-style), TV Studio, and live Remote Multicamera production in any role.</p> <p>Outcome Status: Active</p>			
<p>Creative Teamwork - Use communication, artistic and technical skills to collaboratively create programs as part of a team in any role, from writer to editor.</p> <p>Outcome Status: Active</p>			
<p>Avid software skills - Use Avid Media</p>			

Composer to the level necessary for an editing internship.

Outcome Status: Active

ePortfolio - Present an ePortfolio containing video and written work to prospective employers, universities and scholarship committees.

Outcome Status: Active

Visual Storytelling - Apply aesthetic and technical skills in telling a story visually.

Outcome Status: Active

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Computer and Networking Technology - Level I - L0795

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>CNET level 1 certificate - Students completing the CNET level 1 certificate will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).</p> <p>Start Date (Optional): 06/20/2012</p>	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.</p> <p>Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section: Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence,</p>	

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
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circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle. Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (06/20/2012)

Computers as electronic systems -
Apply knowledge of fundamental electronics principles, including voltage, current, and signal levels, to the analysis and troubleshooting of computers and data-communications networks.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.

Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.

Schedule: End of semester

Component to system focus - Apply knowledge of computers and their components to the development and implementation of interconnected systems of computers.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Computer systems - Apply knowledge of computer technology, with an emphasis on hardware, to the development and deployment of complete computer networks.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Career competencies - Function effectively as a member of a technical team including documenting work, writing clearly and appropriately in an Information Technology context, respecting user data, and considering the ethical consequences of decisions.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Certification acquisition skills -

Articulate knowledge of the CompTIA certification processes, including potential exam content, philosophy, and test taking and study strategies.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Computer and Networking Technology - Level II - T0726

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>CNET level 2 certificate - Students completing the CNET level 2 certificate will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).</p>	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation. Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section: Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence,</p>	

Program Outcomes**Assessment Methods****Summary of Data****Use of Results**

circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle. Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. 0 (06/20/2012)

Computers as electronic systems -

Apply knowledge of fundamental electronics principles, including voltage, current, and signal levels, to the analysis and troubleshooting of computers and data-communications networks.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.

Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.

Schedule: End of semester

Component to system focus - Apply knowledge of computers and their components to the development and implementation of interconnected systems of computers.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Computer systems - Apply knowledge of computer technology, with an emphasis on hardware, to the development and deployment of complete computer networks.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Networks and servers - Demonstrate an understanding of the physical and logical characteristics needed to support and secure network and server environments.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Career competencies - Function effectively as a member of a technical team including documenting work, writing clearly and appropriately in an Information Technology context, respecting user data, and considering the ethical consequences of decisions.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Certification acquisition skills -

Articulate knowledge of the CompTIA certification processes, including potential exam content, philosophy, and test taking and study strategies.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Computer Systems Technology - L0924

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Computer Systems Technology - Students completing the computer systems technology certificate will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).</p>	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation. Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section: Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence,</p>	

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle. Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. 0 (06/20/2012)</p>	
<p>Use of test equipment - Demonstrate proper use of electronic test equipment and associate measurement results with circuit behaviors in the laboratory.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Test equipment skills are emphasized through lab practical exams in the following courses: ELEC 50A, ELEC 50B, ELEC 53, and ELEC 55. SLOs for these courses house assessment methods, data, and use of results.</p> <p>Criteria for Success: Criteria for success are disclosed in SLOs for individual courses.</p> <p>Schedule: Assessments are conducted as part of a regularly rotating, department-established schedule.</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met</p> <p>Data obtained from the lab practical final exams for the four identified courses, and reported as part of those courses, show improvement in students' abilities to use test and measurement equipment properly. This improvement is attributed to course modifications in which students are required to reinforce their measurement skills in lab practical examinations that, in most cases, follow a "dry run" of the exam material conducted prior to the actual exam. (10/29/2016)</p>	<p>Use of Results : The test and measurement equipment used in the courses assessed as part of this PLO are the types of equipment found in most if not all electronics-related occupations. The ability of students to demonstrate proper use of such equipment is a critical program outcome pertaining to the overall goal of employment preparation and readiness because potential employers have stated in department advisory meetings that skills-based assessments are an integral part of their evaluation processes for prospective hires. The department maintains complete sets of all such equipment so that each student has adequate access and ample opportunity to practice and refine his or her skills in the laboratory context. (10/29/2016)</p> <p>Follow-Up: The Use of Results for the Quantitative Analysis PLO</p>

Program Outcomes**Assessment Methods****Summary of Data****Use of Results**

gives an example of students' abilities to associate measurements made with test equipment (specifically, phase shift measurements as seen on the oscilloscope) with circuit behaviors, specifically their ability to identify and articulate how their measurements align with their understanding of the concept of impedance (opposition to current flow in an AC circuit). Additional opportunities to strengthen these associations will be pursued by the department whenever possible. (10/29/2016)

Quantitative analysis - Quantitatively determine unknown electrical parameters from given or measured values and use these results to assess or troubleshoot faults in circuit and system operation.

Start Date (Optional): 06/18/2015

End Date (Optional): 12/31/2015

Course Embedded Test -

Quantitative analysis is central to each course in the discipline. As one example, students completing ELEC 50B will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).

Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.

Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.

Schedule: End of Semester

Summary of Data Collection Period: 2011-12**Summary of Data Type:** Criterion Met

The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written

Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper problems using techniques

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>rationale for their choices. Results are broken out by section: Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle. Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (10/29/2016)</p>	<p>learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material depart from the facts. (10/29/2016)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (10/29/2016)</p>
<p>Communication - Communicate, both verbally and in writing, knowledge of electrical concepts and their application to the observed behaviors of circuits and systems.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Shortanswer or essay-type questions asked as part of course exams (in class or take-home).</p> <p>Criteria for Success: Rubric developed by course instructor.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met</p> <p>Please see course-level entries for ELEC 50B (use of polar/rectangular notation) for examples of how this PLO is assessed in the course context. (10/29/2016)</p>	
<p>High-level thought - In advanced courses, connect concepts learned in</p>	<p>Course Embedded Test - As part of SLO assessments for courses</p>		

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>introductory courses to more general principles applicable in the employment context.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>normally taken after ELEC 50A & 50B (DC and AC electrical fundamentals), students will be asked open-ended questions designed to assess whether they can articulate how individual course topics are connected to form the "big picture," that is, students will be asked to provide a narrative explanation of the significance of the assessed course within the larger discipline. As part of this assessment, students will be asked to identify how the narrative they have constructed relates to the fundamental electrical concepts introduced in the introductory courses.</p> <p>Criteria for Success: All students will make the attempt. Instructors will be encouraged to be generous with grading rubrics to provide students with incentive to attempt to answer it, even if written communication is difficult (ESL issues, etc.) 80% or more of students will be able to identify the individual course narrative by identifying the most significant topics or themes covered. 80% or more will also identify the fundamental electrical concepts underlying the topics studied.</p> <p>Schedule: Ongoing</p>		
	<p>Course Embedded Test - Students will provide a short-answer (essay) response to the following question: "Describe in general terms what type of circuit problem you are trying to solve with this stub tuner. As part of your answer, explain how the tuner works by identifying the electrical characteristics (such as, but not</p>		

limited to, impedance, reactance, or susceptance) it introduces into the circuit of which it is a part and describe how these characteristics counteract any undesired phenomena you have identified [as part of the problem completed in response to previous questions]." Question will be asked as part of the final examination at the conclusion of a multiple-part problem in which students will use a Smith chart to determine the dimensions of a short-circuited stub tuner and the location along a transmission line where it is to be placed to achieve an impedance match to a complex load.

Criteria for Success: Complete answer to question has four parts:
(1) Identify problem to be solved as being one of impedance matching;
(2) describe how the stub tuner works--words to the effect of "looks like a matched load to the source";
(3) recognize that matching occurs because a point of pure susceptance has been identified on the Smith chart; and that (4) the stub tuner is functioning as a point of equal but opposite susceptance to "trick" the source into seeing impedance as being matched. 70% of students will fulfill part 1 (identify problem); 50% will fulfill part 2 (provide a description of operation; 50% will fulfill part 3 (identify critical location on Smith chart as being a point of susceptance; 50% will fulfill part 4 (point of equal but opposite susceptance).

Schedule: Assessment to be administered as part of final examination.

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Electronic Assembly and Fabrication - E0929

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Electronic Assembly and Fabrication - E0929 - Certificate completers will design, fabricate, and populate a through-hole circuit board.</p> <p>Start Date (Optional): 01/01/2013 End Date (Optional): 06/28/2013</p>	<p>Other - Students completing the program and receiving the certificate will be able to demonstrate the skills necessary to produce a circuit board from conception to completion, including proper through-hole and surface mount soldering techniques.</p> <p>Criteria for Success: At least 90% of students will be able to successfully complete 80% of the requirements within the assessment method.</p> <p>Schedule: Assessment to be conducted as part of a project done in either the ELEC61 (for through-hole soldered components) or ELEC62 (for surface-mount soldered) courses.</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Not Met</p> <p>In this program level SLO students were asked produce a circuit board from conception to assembly including proper soldering techniques. Students were given ample in-class time throughout the semester to work on the project. Students were graded on five parts: schematic (20%), bill of material (20%), layout (20%), breadboard set up (10%), assembled circuit board (20%) and a 2 page write-up (10%). 14 out of 18 students (or 70.7% of the class) were able complete at least 80% of the project successfully. Student scores were based off the percentage criteria mentioned in the five parts. The average score was 88.6%. Four students were unable to complete the project to an acceptable 80% level. Two of these students were unsuccessful because they procrastinated the build of their project, were not meeting deadlines because of this, were absent from class, and as a result did not buy the correct copper board to make their PCB and were unable to obtain the correct one in the time allotted. The third student did not spend enough out-of-class time to get his project finished on time, so he had a half-finished project. The fourth student simply didn't do the project despite many efforts on the part of the instructor to get him started.</p>	<p>Use of Results : The goal and hope for this SLO was to have 90% of students be able to successfully complete at least 80% of the project based off the criteria listed in the Summary of Data section. While this goal was not met, 77.7% of students did meet the goal. The average score on the project was 88.6%. As a result of this SLO, further emphasis will be placed on the importance of proper time management. Also reemphasis throughout the semester for students to buy the correct copper board is necessary. Of the 4 students who did not receive 80%+ on the project, 2 of them would have if they had followed the instructions by purchasing the correct material. Although only 2 students did not complete the project as a result, there were at least 4 others who did not buy the correct board; however, these students were able to rectify their problem since they hadn't procrastinated. Had all the students purchased the correct material, this would have</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

(08/12/2013)

brought us within 1% of a successful student learning outcome. The amount of time allowed for project completion was an adequate amount of time.

(08/12/2013)

Communication - Communicate, both verbally and in writing, knowledge of electrical concepts and their application to the observed behaviors of circuits and systems.

Start Date (Optional): 06/18/2015

End Date (Optional): 12/31/2015

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Electronics and Computer - Engineering Technology - T0906

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Use of test equipment - Demonstrate proper use of electronic test equipment and associate measurement results with circuit behaviors in the laboratory.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Test equipment skills are emphasized through lab practical exams in the following courses: ELEC 50A, ELEC 50B, ELEC 53, and ELEC 55. SLOs for these courses house assessment methods, data, and use of results.</p> <p>Criteria for Success: Criteria for success are disclosed in SLOs for individual courses.</p> <p>Schedule: Assessments are conducted as part of a regularly rotating, department-established schedule.</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met</p> <p>Data obtained from the lab practical final exams for the four identified courses, and reported as part of those courses, show improvement in students' abilities to use test and measurement equipment properly. This improvement is attributed to course modifications in which students are required to reinforce their measurement skills in lab practical examinations that, in most cases, follow a "dry run" of the exam material conducted prior to the actual exam. (10/29/2016)</p>	<p>Use of Results : The test and measurement equipment used in the four courses assessed as part of this PLO are the types of equipment found in most if not all electronics-related occupations. The ability of students to demonstrate proper use of such equipment is a critical program outcome pertaining to the overall goal of employment preparation and readiness because potential employers have stated in department advisory meetings that skills-based assessments are an integral part of their evaluation processes for prospective hires. The department maintains complete sets of all such equipment so that each student has adequate access and ample opportunity to practice and refine his or her skills in the laboratory context. (10/29/2016)</p> <p>Follow-Up: The Use of Results for the Quantitative Analysis PLO gives an example of students' abilities to associate measurements made with test</p>

equipment (specifically, phase shift measurements as seen on the oscilloscope) with circuit behaviors, specifically their ability to identify and articulate how their measurements align with their understanding of the concept of impedance (opposition to current flow in an AC circuit). Additional opportunities to strengthen these associations will be pursued by the department whenever possible. (10/29/2016)

Quantitative analysis - Quantitatively determine unknown electrical parameters from given or measured values and use these results to assess or troubleshoot faults in circuit and system operation.

Start Date (Optional): 06/18/2015

End Date (Optional): 12/31/2015

Course Embedded Test -

Quantitative analysis is central to each course in the discipline. As one example, students completing ELEC 50B will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).

Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.

Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.

Schedule: End of Semester

Summary of Data Collection Period: 2015-16

Summary of Data Type: Criterion Met

The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:

Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%);

Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle. Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (10/29/2016)</p>	<p>make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material depart from the facts. (06/20/2012) (10/29/2016) Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012) (10/29/2016)</p>
<p>Breadth of Study - Apply knowledge of electronic principles to the areas of communications, industrial electronics, and microcontrollers. Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Other - As part of the final examination or other assignment, students will relate their knowledge of subject matter covered in the principal areas of study in the Electronics Engineering Technology program (communications, industrial electronics, and digital systems/microcontrollers) to their knowledge of electrical</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met Data are reported for individual courses. All students take ELEC 50A/B, and students completing the AS degree program complete ELEC 53 and 55 for communications, ELEC 54A/B for industrial electronics, and ELEC 56/74 for digital electronics and microcontrollers. (10/29/2016)</p>	<p>Use of Results : Results have been reported as a PLO-level assessment for ELEC 55 in the area of communications and are in progress as SLOs for the other areas identified above. (10/29/2016)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Communication - Communicate, both verbally and in writing, knowledge of electrical concepts and their application to the observed behaviors of circuits and systems.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>fundamentals.</p> <p>Course Embedded Test - Students write short-answer responses to questions asked as part of take-home exams, in-class exams, or laboratory assignments.</p> <p>Criteria for Success: Rubric developed by course instructor.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met</p> <p>Please see course-level entries for ELEC 50B (use of polar/rectangular notation), ELEC 53 (use of spectrum analyzer to determine amplitude of carrier and side frequencies for FM modulated carrier), and ELEC 55 (final-exam question pertaining to overall purpose of course and connections drawn by students between topics covered and fundamental electrical concepts. (10/29/2016)</p>	<p>Use of Results : As part of the AACC Pathways project, questions used on department exams will be furnished to English department faculty as examples of writing prompts that can then be used as part of contextualized developmental and college-level English composition courses. By having students perform writing assignments "in context" with their major course work, it is expected that their overall communications and written expression skills will continue to improve. (10/29/2016)</p>
<p>High-level thought - In advanced courses, connect concepts learned in introductory courses to more general principles applicable in the employment context.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - As part of SLO assessments for courses normally taken after ELEC 50A & 50B (DC and AC electrical fundamentals), students will be asked open-ended questions designed to assess whether they can articulate how individual course topics are connected to form the "big picture," that is, students will be asked to provide a narrative explanation of the significance of the assessed course within the larger discipline. As part of this assessment, students will be asked to identify how the narrative they have constructed relates to the fundamental electrical concepts introduced in the introductory courses.</p> <p>Criteria for Success: All students will make the attempt. Instructors will be encouraged to be generous with</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met</p> <p>This assessment was first conducted in the form of an essay question asked during the final examination for Electronics 55, Microwave Communications. ELEC 55 was selected because it comes closest to being a capstone course (the degree program has no required capstone) and because many of the concepts, though flowing directly from topics covered in the electrical fundamentals courses, may appear quite abstract when initially covered, particularly to students who don't have a lot of practical experience with electronic communications systems or who come to the Microwave Communications course directly from the fundamentals courses. The question is reproduced here in its entirety: Imagine you are in a job interview. In one or two paragraphs (at most), explain to the interviewer what you learned in your microwave communications course. Specifically:</p> <ul style="list-style-type: none"> • What were the main themes and issues covered? • Why did you spend a full semester studying topics that, at first glance, may seem very specialized—indeed, 	<p>Use of Results : This basic question type produced rich and interesting feedback demonstrating that students do reflect on the coursework they have undertaken and can articulate its significance in the employment context. The same type of question will be introduced into other second- and subsequent-semester courses to encourage and reinforce this reflection process. Some impromptu responses are also worth noting: Several students mentioned that they became aware of additional career fields/job opportunities available as a result of taking this course. Two comments along these lines: "...there is a real world need for associate level technicians to</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>grading rubrics to provide students with incentive to attempt to answer it, even if written communication is difficult (ESL issues, etc.) 80% or more of students will be able to identify the individual course narrative by identifying the most significant topics or themes covered. 80% or more will also identify the fundamental electrical concepts underlying the topics studied.</p> <p>Schedule: Ongoing</p>	<p>topics that are not even introduced in most two-year programs?</p> <ul style="list-style-type: none"> • How would you relate what you learned in this course to the fundamental electrical concepts you have studied in other courses as well as to other areas of electronics? <p>To encourage all students to participate, the following explanatory statement was appended: (Note: there is no one "right" answer to this question. You will receive full credit if you attempt to answer, thoroughly and honestly, here in writing each part of the question asked in the same way you would answer it if an interviewer asked you to explain verbally to him or her what you got out of your education. This is your chance to reflect on and to articulate why you are doing what you are doing during your time here at Mt. SAC.)</p> <p>For Spring 2015 (23 students submitted final exam): All students provided written responses. The significant issues/problems and overall narrative of the course can be summarized in four overarching categories: (1) impedance matching; (2) use of Smith charts to solve impedance matching problems and to determine VSWR, reflection coefficient, and the like; (3) maximum power transfer, and (4) problems made more difficult because of high-frequency effects. For this purpose, answers were reviewed to determine if students made specific mention (in so many words) of each of these issues. In many cases, significance was implied but not stated explicitly, but in the interest of consistency, only declared responses in each category were considered below:</p> <p>(1) Impedance matching: 18/23: 78.2% (2) VSWR, etc./Smith: 12/23: 52% (3) Max power transfer (identified specifically by name rather than implied): 6/23: 26% (4) Issues and problems arising at high frequencies: 10/23: 43.4%</p> <p>All 23 students taking the final attempted to relate the topics studied in ELEC 55 to fundamental electrical concepts, and 21 of 23 made comments that identified the</p>	<p>know and understand these concepts for tech jobs in the field of microwave communication which is expanding faster than schools are putting out students." "The point of spending a semester studying microwave communications was because right now out in the world the microwave communications field is full of job opportunities and is continually growing every year. So taking this class would prepare me for some of the situations and problems that I would be facing in the work field." Also, two of final and particularly gratifying note: "In some ways, before taking microwave these devices were still somewhat mysterious. Now, I can see that magic plays no part to the operation of electronic components." And, "Slowly, the pieces of the puzzle are coming together. I plan to take what I have learned here to head into engineering." (10/29/2016)</p> <p>Follow-Up: The question will be revised to ask students to provide two specific examples or instances for each of the bulleted points. This revision will help the department determine whether the students are able to relate their specific topics to more general outcomes, rather than relying on answering the highlevel question in the most general terms possible. (10/29/2016)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>specific topics involved (impedance matching/maximum power transfer/complex impedance). (10/29/2016)</p>	
	<p>Course Embedded Test - Students will provide a short-answer (essay) response to the following question: "Describe in general terms what type of circuit problem you are trying to solve with this stub tuner. As part of your answer, explain how the tuner works by identifying the electrical characteristics (such as, but not limited to, impedance, reactance, or susceptance) it introduces into the circuit of which it is a part and describe how these characteristics counteract any undesired phenomena you have identified [as part of the problem completed in response to previous questions]." Question will be asked as part of the final examination at the conclusion of a multiple-part problem in which students will use a Smith chart to determine the dimensions of a short-circuited stub tuner and the location along a transmission line where it is to be placed to achieve an impedance match to a complex load.</p> <p>Criteria for Success: Complete answer to question has four parts: (1) Identify problem to be solved as being one of impedance matching; (2) describe how the stub tuner works--words to the effect of "looks like a matched load to the source"; (3) recognize that matching occurs because a point of pure susceptance has been identified on the Smith chart; and that (4) the stub tuner is functioning as a point of equal but</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Not Met 18 of 23 students identified the problem as one of impedance matching; 14 students identified in some way how the tuner works (by stating that the tuner looks like a matched load); 9 students identified the relevant point as being one of pure susceptance; and 9 students specifically identified the point as being one of equal but opposite susceptance. Four students did not attempt to answer the question. (10/29/2016)</p> <p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Not Met 70.8% of students correctly identified problem (part 1); 58.3% of students provided a description of how the stub tuner works (part 2); 12.5% of students correctly recognized that the stub tuner is functioning as a point of equal but opposite susceptance (parts 3 and 4). Additionally, 25% of students provided a statement showing evidence of being able to relate the specific problem being defined in this exercise to the more general problem of matching a source to a load. (06/15/2010) (06/15/2010)</p>	<p>Use of Results : This question is one of several that will be used as part of the larger program-level outcomes throughout the entire program pertaining to higher-level thought. Future entries will be included under that label; hence this assessment will be closed under this heading. (06/29/2015) (10/29/2016)</p> <p>Use of Results : Course-level assessment of this problem (reported elsewhere) shows that students are capable of following the steps necessary to create the stub tuner, but this program level SLO reveals that abstracting the concrete steps to the more general question of how the device works remains a challenge. Abstracting further to recognize that this is one of many ways to match a source to a complex load (a recurring problem in electronics) must be emphasized repeatedly, something that is not adequately addressed in laboratory materials or with existing equipment. Among the issues to be addressed: (1) instructor must reinforce the reciprocal nature of impedance and admittance, of reactance and susceptance, and of resistance and conductance. (2) Lab materials need to be enhanced and revised to emphasize that a practical solution to the problem</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

opposite susceptance to "trick" the source into seeing impedance as being matched. 70% of students will fulfill part 1 (identify problem); 50% will fulfill part 2 (provide a description of operation; 50% will fulfill part 3 (identify critical location on Smith chart as being a point of susceptance; 50% will fulfill part 4 (point of equal but opposite susceptance).

Schedule: Assessment to be administered as part of final examination.

of mismatched sources and loads at microwave frequencies involves treating parallel impedances as series admittance (their reciprocals) because of the practical difficulties involved with adding impedances in parallel; and (3) the utility of the Smith chart lies largely in taking the complex (i.e. real and imaginary) mathematics of impedances and graphically allowing one to find relevant admittances and susceptances with ease. At least one laboratory assignment needs to be added to the curriculum that makes use of a vector network analyzer to show students how practical test equipment makes use of Smith chart notation to display measurements of complex impedance. With such an experiment, instructors can emphasize the more general nature of the type of problem being solved. (06/15/2010) (10/29/2016)

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Electronics Communications - T0904

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>ELEC Cert T0904 - Program completers will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).</p>	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation. Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section: Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as</p>	<p>Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (06/20/2012)</p>	<p>depart from the facts. (06/20/2012)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012)</p>
<p>Use of test equipment - Demonstrate proper use of electronic test equipment and associate measurement results with circuit behaviors in the laboratory.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Test equipment skills are emphasized through lab practical exams in the following courses: ELEC 50A, ELEC 50B, ELEC 53, and ELEC 55. SLOs for these courses house assessment methods, data, and use of results.</p> <p>Criteria for Success: Criteria for success are disclosed in SLOs for individual courses.</p> <p>Schedule: Assessments are conducted as part of a regularly rotating, department-established schedule.</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met</p> <p>Data obtained from the lab practical final exams for the four identified courses, and reported as part of those courses, show improvement in students' abilities to use test and measurement equipment properly. This improvement is attributed to course modifications in which students are required to reinforce their measurement skills in lab practical examinations that, in most cases, follow a "dry run" of the exam material conducted prior to the actual exam. (10/29/2016)</p>	<p>Use of Results : The test and measurement equipment used in the four courses assessed as part of this PLO are the types of equipment found in most if not all electronics-related occupations. The ability of students to demonstrate proper use of such equipment is a critical program outcome pertaining to the overall goal of employment preparation and readiness because potential employers have stated in department advisory meetings that skills-based assessments are an integral part of their evaluation processes for prospective hires. The department maintains complete sets of all such equipment so that each student has adequate access and ample opportunity to practice and refine his or her skills in the laboratory context. (10/29/2016)</p>

Follow-Up: The Use of Results for the Quantitative Analysis PLO gives an example of students' abilities to associate measurements made with test equipment (specifically, phase shift measurements as seen on the oscilloscope) with circuit behaviors, specifically their ability to identify and articulate how their measurements align with their understanding of the concept of impedance (opposition to current flow in an AC circuit). Additional opportunities to strengthen these associations will be pursued by the department whenever possible. (10/29/2016)

Quantitative analysis - Quantitatively determine unknown electrical parameters from given or measured values and use these results to assess or troubleshoot faults in circuit and system operation.

Start Date (Optional): 06/18/2015

End Date (Optional): 12/31/2015

Course Embedded Test -

Quantitative analysis is central to each course in the discipline. As one example, students completing ELEC 50B will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).

Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.

Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.

Schedule: End of Semester

Summary of Data Collection Period: 2014-15

Summary of Data Type: Criterion Met

See course-level SLO entry for ELEC 50B to see most recent summaries of data and use of results for this PLO. (10/29/2016)

Summary of Data Collection Period: 2011-12

Summary of Data Type: Criterion Met

The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were

Use of Results : See course-level SLO entry for ELEC 50B to see most recent summaries of data and use of results. (10/29/2016)

Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:</p> <p>Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%).</p> <p>Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%).</p> <p>Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (10/29/2016)</p>	<p>skills. Rather than simply having students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material depart from the facts. (06/20/2012) (10/29/2016)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012) (10/29/2016)</p>
<p>Communication - Communicate, both verbally and in writing, knowledge of electrical concepts and their application to the observed behaviors of circuits and systems.</p>	<p>Other - As part of the final examination or other assignment, students will relate their knowledge of subject matter covered in the principal areas of study in the</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met Data are reported for individual courses. All students take ELEC 50A/B, and students completing the AS degree program complete ELEC 53 and 55 for communications,</p>	<p>Use of Results : Results have been reported as a PLO-level assessment for ELEC 55 in the area of communications and are in progress as SLOs for the other</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Electronics Engineering Technology program (communications, industrial electronics, and digital systems) to their knowledge of electrical fundamentals.</p>	<p>ELEC 54A/B for industrial electronics, and ELEC 56/74 for digital electronics and microcontrollers. (10/29/2016)</p>	<p>areas identified above. (10/29/2016)</p>
<p>High-level thought - In advanced courses, connect concepts learned in introductory courses to more general principles applicable in the employment context. Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - As part of SLO assessments for courses normally taken after ELEC 50A & 50B (DC and AC electrical fundamentals), students will be asked open-ended questions designed to assess whether they can articulate how individual course topics are connected to form the "big picture," that is, students will be asked to provide a narrative explanation of the significance of the assessed course within the larger discipline. As part of this assessment, students will be asked to identify how the narrative they have constructed relates to the fundamental electrical concepts introduced in the introductory courses. Criteria for Success: All students will make the attempt. Instructors will be encouraged to be generous with grading rubrics to provide students with incentive to attempt to answer it, even if written communication is difficult (ESL issues, etc.) 80% or more of students will be able to identify the individual course narrative by identifying the most significant topics or themes covered. 80% or more will also identify the fundamental electrical concepts underlying the topics studied. Schedule: Ongoing</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met This assessment was first conducted in the form of an essay question asked during the final examination for Electronics 55, Microwave Communications. ELEC 55 was selected because it comes closest to being a capstone course (the degree program has no required capstone) and because many of the concepts, though flowing directly from topics covered in the electrical fundamentals courses, may appear quite abstract when initially covered, particularly to students who don't have a lot of practical experience with electronic communications systems or who come to the Microwave Communications course directly from the fundamentals courses. The question is reproduced here in its entirety: Imagine you are in a job interview. In one or two paragraphs (at most), explain to the interviewer what you learned in your microwave communications course. Specifically: <ul style="list-style-type: none"> • What were the main themes and issues covered? • Why did you spend a full semester studying topics that, at first glance, may seem very specialized—indeed, topics that are not even introduced in most two-year programs? • How would you relate what you learned in this course to the fundamental electrical concepts you have studied in other courses as well as to other areas of electronics? To encourage all students to participate, the following explanatory statement was appended: (Note: there is no one “right” answer to this question. You will receive full credit if you attempt to answer, thoroughly and honestly, here in writing each part of the question asked in the same way you would answer it if an interviewer</p>	<p>Use of Results : This basic question type produced rich and interesting feedback demonstrating that students do reflect on the coursework they have undertaken and can articulate its significance in the employment context. The same type of question will be introduced into other second- and subsequent-semester courses to encourage and reinforce this reflection process. Some impromptu responses are also worth noting: Several students mentioned that they became aware of additional career fields/job opportunities available as a result of taking this course. Two comments along these lines: "...there is a real world need for associate level technicians to know and understand these concepts for tech jobs in the field of microwave communication which is expanding faster than schools are putting out students." "The point of spending a semester studying microwave communications was because right now out in the world the microwave communications field is full of job opportunities and is continually growing every year. So taking this class would prepare me</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>asked you to explain verbally to him or her what you got out of your education. This is your chance to reflect on and to articulate why you are doing what you are doing during your time here at Mt. SAC.)</p> <p>For Spring 2015 (23 students submitted final exam): All students provided written responses. The significant issues/problems and overall narrative of the course can be summarized in four overarching categories: (1) impedance matching; (2) use of Smith charts to solve impedance matching problems and to determine VSWR, reflection coefficient, and the like; (3) maximum power transfer, and (4) problems made more difficult because of high-frequency effects. For this purpose, answers were reviewed to determine if students made specific mention (in so many words) of each of these issues. In many cases, significance was implied but not stated explicitly, but in the interest of consistency, only declared responses in each category were considered below:</p> <p>(1) Impedance matching: 18/23: 78.2%</p> <p>(2) VSWR, etc./Smith: 12/23: 52%</p> <p>(3) Max power transfer (identified specifically by name rather than implied): 6/23: 26%</p> <p>(4) Issues and problems arising at high frequencies: 10/23: 43.4%</p> <p>All 23 students taking the final attempted to relate the topics studied in ELEC 55 to fundamental electrical concepts, and 21 of 23 made comments that identified the specific topics involved (impedance matching/maximum power transfer/complex impedance). (10/29/2016)</p>	<p>for some of the situations and problems that I would be facing in the work field." Also, two of final and particularly gratifying note: "In some ways, before taking microwave these devices were still somewhat mysterious. Now, I can see that magic plays no part to the operation of electronic components." And, "Slowly, the pieces of the puzzle are coming together. I plan to take what I have learned here to head into engineering." (06/22/2015) (10/29/2016)</p> <p>Follow-Up: The question will be revised to ask students to provide two specific examples or instances for each of the bulleted points. This revision will help the department determine whether the students are able to relate their specific topics to more general outcomes, rather than relying on answering the highlevel question in the most general terms possible. (06/22/2015) (10/29/2016)</p>
	<p>Course Embedded Test - Students will provide a short-answer (essay) response to the following question: "Describe in general terms what type of circuit problem you are trying to solve with this stub tuner. As part of your answer, explain how the tuner works by identifying the electrical characteristics (such as, but not limited to, impedance, reactance, or susceptance) it introduces into the</p>	<p>Summary of Data Collection Period: 2014-15</p> <p>Summary of Data Type: Criterion Not Met</p> <p>18 of 23 students identified the problem as one of impedance matching; 14 students identified in some way how the tuner works (by stating that the tuner looks like a matched load); 9 students identified the relevant point as being one of pure susceptance; and 9 students specifically identified the point as being one of equal but opposite susceptance. Four students did not attempt to answer the question. (06/29/2015) (10/29/2016)</p>	<p>Use of Results : This question is one of several that will be used as part of the larger program-level outcomes throughout the entire program pertaining to higher-level thought. Future entries will be included under that label; hence this assessment will be closed under this heading. (06/29/2015) (10/29/2016)</p>

Program Outcomes

Assessment Methods

circuit of which it is a part and describe how these characteristics counteract any undesired phenomena you have identified [as part of the problem completed in response to previous questions]." Question will be asked as part of the final examination at the conclusion of a multiple-part problem in which students will use a Smith chart to determine the dimensions of a short-circuited stub tuner and the location along a transmission line where it is to be placed to achieve an impedance match to a complex load.

Criteria for Success: Complete answer to question has four parts: (1) Identify problem to be solved as being one of impedance matching; (2) describe how the stub tuner works--words to the effect of "looks like a matched load to the source"; (3) recognize that matching occurs because a point of pure susceptance has been identified on the Smith chart; and that (4) the stub tuner is functioning as a point of equal but opposite susceptance to "trick" the source into seeing impedance as being matched. 70% of students will fulfill part 1 (identify problem); 50% will fulfill part 2 (provide a description of operation; 50% will fulfill part 3 (identify critical location on Smith chart as being a point of susceptance; 50% will fulfill part 4 (point of equal but opposite susceptance).

Schedule: Assessment to be administered as part of final

Summary of Data

Summary of Data Collection Period: 2009-10

Summary of Data Type: Criterion Not Met

58.3% of students provided a description of how the stub tuner works (part 2); 12.5% of students correctly recognized that the stub tuner is functioning as a point of equal but opposite susceptance (parts 3 and 4). Additionally, 25% of students provided a statement showing evidence of being able to relate the specific problem being defined in this exercise to the more general problem of matching a source to a load. (06/15/2010) (06/15/2010)

Use of Results

Use of Results : Course-level assessment of this problem (reported elsewhere) shows that students are capable of following the steps necessary to create the stub tuner, but this program level SLO reveals that abstracting the concrete steps to the more general question of how the device works remains a challenge. Abstracting further to recognize that this is one of many ways to match a source to a complex load (a recurring problem in electronics) must be emphasized repeatedly, something that is not adequately addressed in laboratory materials or with existing equipment. Among the issues to be addressed: (1) instructor must reinforce the reciprocal nature of impedance and admittance, of reactance and susceptance, and of resistance and conductance. (2) Lab materials need to be enhanced and revised to emphasize that a practical solution to the problem at microwave frequencies involves treating parallel impedances as series admittance (their reciprocals) because of the practical difficulties involved with adding impedances in parallel; and (3) the utility of the Smith chart lies largely in taking the complex (i.e. real and imaginary) mathematics of impedances and graphically allowing one to find relevant admittances and susceptances with ease. At least

Program Outcomes

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examination.

one laboratory assignment needs to be added to the curriculum that makes use of a vector network analyzer to show students how practical test equipment makes use of Smith chart notation to display measurements of complex impedance. With such an experiment, instructors can emphasize the more general nature of the type of problem being solved. (06/15/2010) (10/29/2016)

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Electronics Technology - L0905

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>ELEC Cert L0905 - Program Completers will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).</p>	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.</p> <p>Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.</p> <p>Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:</p> <p>Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence, circuit</p>	<p>Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material depart from the facts.</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (06/20/2012)</p>	<p>(06/20/2012)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012)</p>
<p>Use of test equipment - Demonstrate proper use of electronic test equipment and associate measurement results with circuit behaviors in the laboratory.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Test equipment skills are emphasized through lab practical exams in the following courses: ELEC 50A, ELEC 50B, ELEC 53, and ELEC 55. SLOs for these courses house assessment methods, data, and use of results.</p> <p>Criteria for Success: Criteria for success are disclosed in SLOs for individual courses.</p> <p>Schedule: Assessments are conducted as part of a regularly rotating, department-established schedule.</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met</p> <p>Data obtained from the lab practical final exams for ELEC 50A and ELEC 50B, and reported as part of those courses, show improvement in students' abilities to use test and measurement equipment properly. This improvement is attributed to course modifications in which students are required to reinforce their measurement skills in lab practical examinations that, in most cases, follow a "dry run" of the exam material conducted prior to the actual exam. (10/29/2016)</p>	<p>Use of Results : The test and measurement equipment used in the courses assessed as part of this PLO are the types of equipment found in most if not all electronics-related occupations. The ability of students to demonstrate proper use of such equipment is a critical program outcome pertaining to the overall goal of employment preparation and readiness because potential employers have stated in department advisory meetings that skills-based assessments are an integral part of their evaluation processes for prospective hires. The department maintains complete sets of all such equipment so that each student has adequate access and ample opportunity to practice and refine his or her skills in the laboratory context. (10/29/2016)</p> <p>Follow-Up: The Use of Results for</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

the Quantitative Analysis PLO gives an example of students' abilities to associate measurements made with test equipment (specifically, phase shift measurements as seen on the oscilloscope) with circuit behaviors, specifically their ability to identify and articulate how their measurements align with their understanding of the concept of impedance (opposition to current flow in an AC circuit). Additional opportunities to strengthen these associations will be pursued by the department whenever possible. (10/29/2016)

Quantitative analysis - Quantitatively determine unknown electrical parameters from given or measured values and use these results to assess or troubleshoot faults in circuit and system operation.

Start Date (Optional): 06/18/2015

End Date (Optional): 12/31/2015

Course Embedded Test -

Quantitative analysis is central to each course in the discipline. As one example, students completing ELEC 50B will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).

Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.

Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.

Schedule: End of Semester

Summary of Data Collection Period: 2011-12

Summary of Data Type: Criterion Met

The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In

Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:</p> <p>Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%).</p> <p>Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%).</p> <p>Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (10/29/2016)</p>	<p>problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material depart from the facts. (10/29/2016)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why θ, as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (10/29/2016)</p>
<p>Communication - Communicate, both verbally and in writing, knowledge of electrical concepts and their application to the observed behaviors of circuits and systems.</p> <p>Start Date (Optional): 06/18/2015</p> <p>End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Short answer or essay-type questions asked as part of course exams (inclass or take-home).</p> <p>Criteria for Success: Rubric</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>Please see course-level entries for ELEC 50B (use of polar/rectangular notation), for examples of how students are assessed on their abilities to associate observed circuit behaviors in the laboratory with the quantitative calculations they perform throughout the course.</p>	

developed by course instructor.

(10/29/2016)

1. Assessment Plan - Four Column



Electronics & Computer Technology Certificate: Electronics: Industrial Systems - T0908

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>ELEC Cert T0908 - Program completers will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).</p>	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation. Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty. Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:</p> <p>Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as</p>	<p>Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (06/20/2012)</p>	<p>depart from the facts. (06/20/2012)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012)</p>
<p>Use of test equipment - Demonstrate proper use of electronic test equipment and associate measurement results with circuit behaviors in the laboratory.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Test equipment skills are emphasized through lab practical exams in the following courses: ELEC 50A, ELEC 50B, ELEC 54A, and ELEC 54B. SLOs for these courses house assessment methods, data, and use of results.</p> <p>Criteria for Success: Criteria for success are disclosed in SLOs for individual courses.</p> <p>Schedule: Assessments are conducted as part of a regularly rotating, department-established schedule.</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met</p> <p>Data obtained from the lab practical final exams for the identified courses, and reported as part of those courses, show improvement in students' abilities to use test and measurement equipment properly. This improvement is attributed to course modifications in which students are required to reinforce their measurement skills in lab practical examinations that, in most cases, follow a "dry run" of the exam material conducted prior to the actual exam. (10/29/2016)</p>	<p>Use of Results : The test and measurement equipment used in the courses assessed as part of this PLO are the types of equipment found in most if not all electronics-related occupations. The ability of students to demonstrate proper use of such equipment is a critical program outcome pertaining to the overall goal of employment preparation and readiness because potential employers have stated in department advisory meetings that skills-based assessments are an integral part of their evaluation processes for prospective hires. The department maintains complete sets of all such equipment so that each student has adequate access and ample opportunity to practice and refine his or her skills in the laboratory context. (10/29/2016)</p>

Follow-Up: The Use of Results for the Quantitative Analysis PLO gives an example of students' abilities to associate measurements made with test equipment (specifically, phase shift measurements as seen on the oscilloscope) with circuit behaviors, specifically their ability to identify and articulate how their measurements align with their understanding of the concept of impedance (opposition to current flow in an AC circuit). Additional opportunities to strengthen these associations will be pursued by the department whenever possible. (10/29/2016)

Quantitative analysis - Quantitatively determine unknown electrical parameters from given or measured values and use these results to assess or troubleshoot faults in circuit and system operation.

Start Date (Optional): 06/18/2015
End Date (Optional): 12/31/2015

Course Embedded Test -

Quantitative analysis is central to each course in the discipline. As one example, students completing ELEC 50B will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).

Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.

Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.

Schedule: End of Semester

Summary of Data Collection Period: 2011-12

Summary of Data Type: Criterion Met

The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the

Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:</p> <p>Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%).</p> <p>Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%).</p> <p>Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (10/29/2016)</p>	<p>students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material depart from the facts. (10/29/2016)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012)</p>
<p>Communication - Communicate, both verbally and in writing, knowledge of electrical concepts and their application to the observed behaviors of circuits and systems.</p> <p>Start Date (Optional): 06/18/2015</p>	<p>Course Embedded Test - Students write short-answer responses to questions asked as part of takehome exams, in-class exams, or laboratory assignments.</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>Please see course-level entries for ELEC 50B (use of polar/rectangular notation) for examples of how this PLO is assessed. (10/29/2016)</p>	<p>Use of Results : As part of the AACC Pathways project, questions used on department exams will be furnished to English department faculty as examples of writing prompts that can then be used as</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

End Date (Optional): 12/31/2015

part of contextualized developmental and college-level English composition courses. By having students perform writing assignments "in context" with their major course work, it is expected that their overall communications and written expression skills will continue to improve. (10/29/2016)
(10/29/2016)

High-level thought - In advanced courses, connect concepts learned in introductory courses to more general principles applicable in the employment context.

Start Date (Optional): 06/18/2015

End Date (Optional): 12/31/2015

Course Embedded Test - As part of SLO assessments for courses normally taken after ELEC 50A & 50B (DC and AC electrical fundamentals), students will be asked open-ended questions designed to assess whether they can articulate how individual course topics are connected to form the "big picture," that is, students will be asked to provide a narrative explanation of the significance of the assessed course within the larger discipline. As part of this assessment, students will be asked to identify how the narrative they have constructed relates to the fundamental electrical concepts introduced in the introductory courses.

Criteria for Success: All students will make the attempt. Instructors will be encouraged to be generous with grading rubrics to provide students with incentive to attempt to answer it, even if written communication is difficult (ESL issues, etc.) 80% or more of students will be able to identify the individual course narrative by identifying the most

significant topics or themes covered.
80% or more will also identify the fundamental electrical concepts underlying the topics studied.

Schedule: Ongoing

Course Embedded Test - Students will provide a short-answer (essay) response to the following question: "Describe in general terms what type of circuit problem you are trying to solve with this stub tuner. As part of your answer, explain how the tuner works by identifying the electrical characteristics (such as, but not limited to, impedance, reactance, or susceptance) it introduces into the circuit of which it is a part and describe how these characteristics counteract any undesired phenomena you have identified [as part of the problem completed in response to previous questions]." Question will be asked as part of the final examination at the conclusion of a multiple-part problem in which students will use a Smith chart to determine the dimensions of a short-circuited stub tuner and the location along a transmission line where it is to be placed to achieve an impedance match to a complex load.

Criteria for Success: Complete answer to question has four parts:
(1) Identify problem to be solved as being one of impedance matching;
(2) describe how the stub tuner works--words to the effect of "looks like a matched load to the source";
(3) recognize that matching occurs because a point of pure susceptance

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
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has been identified on the Smith chart; and that (4) the stub tuner is functioning as a point of equal but opposite susceptance to "trick" the source into seeing impedance as being matched. 70% of students will fulfill part 1 (identify problem); 50% will fulfill part 2 (provide a description of operation; 50% will fulfill part 3 (identify critical location on Smith chart as being a point of susceptance; 50% will fulfill part 4 (point of equal but opposite susceptance).

Schedule: Assessment to be administered as part of final examination.

1. Assessment Plan - Four Column



Electronics & Computer Technology Degree: AS - Computer and Networking Technology - S0725

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Computers as electronic systems - Apply knowledge of fundamental electronics principles, including voltage, current, and signal levels, to the analysis and troubleshooting of computers and data-communications networks.</p> <p>Start Date (Optional): 07/01/2015 End Date (Optional): 06/30/2016</p>	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.</p> <p>Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.</p> <p>Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:</p> <p>Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%). Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%). Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as</p>	<p>Use of Results : The department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (05/31/2012)</p>	<p>depart from the facts. (06/20/2012) (05/31/2012)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012) (05/31/2012)</p>
<p>Component to system focus - Apply knowledge of computers and their components to the development and implementation of interconnected systems of computers.</p> <p>Start Date (Optional): 07/01/2015 End Date (Optional): 06/30/2016</p>			
<p>Computer systems - Apply knowledge of computer technology, with an emphasis on hardware, to the development and deployment of complete computer networks.</p> <p>Start Date (Optional): 07/01/2015 End Date (Optional): 06/30/2016</p>			
<p>Networks and servers - Demonstrate an understanding of the physical and logical characteristics needed to support and secure network and server environments.</p> <p>Start Date (Optional): 07/01/2015 End Date (Optional): 06/30/2016</p>			
<p>Career competencies - Function</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

effectively as a member of a technical team including documenting work, writing clearly and appropriately in an Information Technology context, respecting user data, and considering the ethical consequences of decisions.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

Certification acquisition skills -

Articulate knowledge of the CompTIA certification processes, including potential exam content, philosophy, and test taking and study strategies.

Start Date (Optional): 07/01/2015

End Date (Optional): 06/30/2016

1. Assessment Plan - Four Column



Electronics & Computer Technology Degree: AS - Electronics and Computer Engineering Technology - S0906

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Breadth of Study - Apply knowledge of electronic principles to the areas of communications, industrial electronics, and microcontrollers.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Other - As part of the final examination or other assignment, students will relate their knowledge of subject matter covered in the principal areas of study in the Electronics Engineering Technology program (communications, industrial electronics, and digital systems) to their knowledge of electrical fundamentals.</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met Data are reported for individual courses. All students take ELEC 50A/B, and students completing the AS degree program complete ELEC 53 and 55 for communications, ELEC 54A/B for industrial electronics, and ELEC 56/74 for digital electronics and microcontrollers. (10/29/2016)</p>	<p>Use of Results : Results have been reported as a PLO-level assessment for ELEC 55 in the area of communications and are in progress as SLOs for the other areas identified above. (10/29/2016)</p>
<p>Use of test equipment - Demonstrate proper use of electronic test equipment and associate measurement results with circuit behaviors in the laboratory.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Test equipment skills are emphasized through lab practical exams in the following courses: ELEC 50A, ELEC 50B, ELEC 53, and ELEC 55. SLOs for these courses house assessment methods, data, and use of results. Criteria for Success: Criteria for success are disclosed in SLOs for individual courses. Schedule: Assessments are conducted as part of a regularly rotating, department-established schedule.</p>	<p>Summary of Data Collection Period: 2016-17 Summary of Data Type: Criterion Met Data obtained from the lab practical final exams for the four identified courses, and reported as part of those courses, show improvement in students' abilities to use test and measurement equipment properly. This improvement is attributed to course modifications in which students are required to reinforce their measurement skills in lab practical examinations that, in most cases, follow a "dry run" of the exam material conducted prior to the actual exam. (10/29/2016)</p>	<p>Use of Results : The test and measurement equipment used in the four courses assessed as part of this PLO are the types of equipment found in most if not all electronics-related occupations. The ability of students to demonstrate proper use of such equipment is a critical program outcome pertaining to the overall goal of employment preparation and readiness because potential employers have stated in department advisory meetings that skills-based assessments are an integral part of their evaluation processes for prospective hires. The department maintains</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
			<p>complete sets of all such equipment so that each student has adequate access and ample opportunity to practice and refine his or her skills in the laboratory context. (10/29/2016)</p> <p>Follow-Up: The Use of Results for the Quantitative Analysis PLO gives an example of students' abilities to associate measurements made with test equipment (specifically, phase shift measurements as seen on the oscilloscope) with circuit behaviors, specifically their ability to identify and articulate how their measurements align with their understanding of the concept of impedance (opposition to current flow in an AC circuit). Additional opportunities to strengthen these associations will be pursued by the department whenever possible. (10/29/2016)</p>
<p>Quantitative analysis - Quantitatively determine unknown electrical parameters from given or measured values and use these results to assess or troubleshoot faults in circuit and system operation.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Quantitative analysis is central to each course in the discipline. As one example, students completing ELEC 50B will be able to employ polar and/or rectangular notation to determine the magnitude and phase shift of an unknown circuit parameter (voltage, current, impedance, and/or power).</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met See course-level SLO entry for ELEC 50B to see most recent summaries of data and use of results for this PLO. (10/29/2016)</p>	<p>Use of Results : See course-level SLO entry for ELEC 50B to see most recent summaries of data and use of results for this PLO. (10/29/2016)</p>
	<p>Course Embedded Test - Exam to have students determine magnitude and phase shift of unknown circuit parameters using rectangular and polar notation.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met The department has expanded its assessment efforts of this topic in 2011/2012 in an effort to document students' critical thinking efforts as they pertain to the concept of</p>	<p>Use of Results : he department will continue to assess this concept using a standard form of the question (shown in the related documents section) in which</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>Criteria for Success: 70% of students will answer 7 of 10 questions correctly on a department-developed assessment to be administered by course faculty.</p> <p>Schedule: End of Semester</p>	<p>impedance. In addition to performing numerical calculations, students are now explicitly required to identify the relevant circuit parameters and phase angles associated with the mathematical results. The question has been asked in a slightly modified form in four sections of the course held over two semesters. In all sections, students were asked to label waveforms and identify specifically the waveforms to which the calculated phase angle applied. In one section, students were also asked to provide a written rationale for their choices. Results are broken out by section:</p> <p>Section 1: Correctly labeled 3 waveforms: 8/15 (53.3%); correctly calculated phase angle: 11.5/15 (76.7%); correctly associated phase angle with waveforms: 3.5/15 (23.3%).</p> <p>Section 2: Correctly labeled 3 waveforms: 10.5/18 (58.3%); correctly calculated phase angle: 10/18 (55.6%); correctly associated phase angle with waveforms: 4.5/15 (25.0%).</p> <p>Section 3: Students were asked to label three voltages as well as phase angle on both a sine-wave graphic and a phasor diagram (see related documents for an illustration of the question). Of 28 students in this section, 22 (78.6%) correctly identified the sine wave associated with the source, and 19 (67.9%) correctly identified the sine waves associated with the resistor and capacitor voltages. Twelve (42.9%) correctly associated the calculated phase angle as being that between the resistor voltage (hence, circuit current) and source voltage. On the phasor diagram, 20 (71.5%) correctly identified the phasors associated with the resistor and source voltages, 19 (67.9%) identified the capacitor voltage phasor, and 12 (42.9%) properly placed the phase angle.</p> <p>Section 4: Question asked in the same fashion as for Section 3 but with the additional request to provide a written rationale for the choices made. On sine-wave diagram, 10 of 17 students correctly identified both resistor and capacitor voltages, and 11 identified source voltage; however only 3 correctly identified the phase angle. On the phasor diagram representation 12 identified all three voltages correctly, and 8 properly associated the phase angle with the relevant phasors. There were a total of 78 students in the four sections. (06/20/2012)</p>	<p>students are also asked to provide a written rationale for their choices. This question becomes a program-level assessment because the intent is to analyze students' higher-order thinking skills. Rather than simply having students work pencil-and-paper problems using techniques learned by rote, instructors are asking students to articulate their rationale for the choices they make. By doing so, instructors are also able to determine the thought processes involved and will be able to address erroneous conclusions appropriately. This approach acknowledges that students may have perfectly rational reasons for the choices they make, even if the conclusions drawn are incorrect. The intent is to improve the teaching by determining where the students' conceptions of the material depart from the facts. (06/20/2012)</p> <p>Follow-Up: The final sentence of the SLO question ("Also explain why [theta], as indicated in these diagrams, is associated with impedance") will be moved and made a separate question in future exams to minimize the likelihood that students will overlook it. (06/20/2012)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Communication - Communicate, both verbally and in writing, knowledge of electrical concepts and their application to the observed behaviors of circuits and systems.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Students write short-answer responses to questions asked as part of take-home exams, in-class exams, or laboratory assignments.</p> <p>Criteria for Success: Rubric developed by course instructor.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met</p> <p>Please see course-level entries for ELEC 50B (use of polar/rectangular notation), ELEC 53 (use of spectrum analyzer to determine amplitude of carrier and side frequencies for FM modulated carrier), and ELEC 55 (final-exam question pertaining to overall purpose of course and connections drawn by students between topics covered and fundamental electrical concepts. (10/29/2016)</p>	<p>Use of Results : As part of the AACC Pathways project, questions used on department exams will be furnished to English department faculty as examples of writing prompts that can then be used as part of contextualized developmental and college-level English composition courses. By having students perform writing assignments "in context" with their major course work, it is expected that their overall communications and written expression skills will continue to improve. (10/29/2016)</p>
<p>High-level thought - In advanced courses, connect concepts learned in introductory courses to more general principles applicable in the employment context.</p> <p>Start Date (Optional): 06/18/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - As part of SLO assessments for courses normally taken after ELEC 50A & 50B (DC and AC electrical fundamentals), students will be asked open-ended questions designed to assess whether they can articulate how individual course topics are connected to form the "big picture," that is, students will be asked to provide a narrative explanation of the significance of the assessed course within the larger discipline. As part of this assessment, students will be asked to identify how the narrative they have constructed relates to the fundamental electrical concepts introduced in the introductory courses.</p> <p>Criteria for Success: All students will make the attempt. Instructors will be encouraged to be generous with grading rubrics to provide students with incentive to attempt to answer</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met</p> <p>This assessment was first conducted in the form of an essay question asked during the final examination for Electronics 55, Microwave Communications. ELEC 55 was selected because it comes closest to being a capstone course (the degree program has no required capstone) and because many of the concepts, though flowing directly from topics covered in the electrical fundamentals courses, may appear quite abstract when initially covered, particularly to students who don't have a lot of practical experience with electronic communications systems or who come to the Microwave Communications course directly from the fundamentals courses. The question is reproduced here in its entirety:</p> <p>Imagine you are in a job interview. In one or two paragraphs (at most), explain to the interviewer what you learned in your microwave communications course. Specifically:</p> <ul style="list-style-type: none"> • What were the main themes and issues covered? • Why did you spend a full semester studying topics that, at first glance, may seem very specialized—indeed, topics that are not even introduced in most two-year 	<p>Use of Results : This basic question type produced rich and interesting feedback demonstrating that students do reflect on the coursework they have undertaken and can articulate its significance in the employment context. The same type of question will be introduced into other second- and subsequent-semester courses to encourage and reinforce this reflection process. Some impromptu responses are also worth noting: Several students mentioned that they became aware of additional career fields/job opportunities available as a result of taking this course. Two comments along these lines: "...there is a real world need for associate level technicians to know and understand these concepts for tech jobs in the field</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>it, even if written communication is difficult (ESL issues, etc.) 80% or more of students will be able to identify the individual course narrative by identifying the most significant topics or themes covered. 80% or more will also identify the fundamental electrical concepts underlying the topics studied.</p> <p>Schedule: Ongoing</p>	<p>programs?</p> <ul style="list-style-type: none"> • How would you relate what you learned in this course to the fundamental electrical concepts you have studied in other courses as well as to other areas of electronics? <p>To encourage all students to participate, the following explanatory statement was appended:</p> <p>(Note: there is no one “right” answer to this question. You will receive full credit if you attempt to answer, thoroughly and honestly, here in writing each part of the question asked in the same way you would answer it if an interviewer asked you to explain verbally to him or her what you got out of your education. This is your chance to reflect on and to articulate why you are doing what you are doing during your time here at Mt. SAC.)</p> <p>For Spring 2015 (23 students submitted final exam): All students provided written responses. The significant issues/problems and overall narrative of the course can be summarized in four overarching categories: (1) impedance matching; (2) use of Smith charts to solve impedance matching problems and to determine VSWR, reflection coefficient, and the like; (3) maximum power transfer, and (4) problems made more difficult because of high-frequency effects. For this purpose, answers were reviewed to determine if students made specific mention (in so many words) of each of these issues. In many cases, significance was implied but not stated explicitly, but in the interest of consistency, only declared responses in each category were considered below:</p> <p>(1) Impedance matching: 18/23: 78.2%</p> <p>(2) VSWR, etc./Smith: 12/23: 52%</p> <p>(3) Max power transfer (identified specifically by name rather than implied): 6/23: 26%</p> <p>(4) Issues and problems arising at high frequencies: 10/23: 43.4%</p> <p>All 23 students taking the final attempted to relate the topics studied in ELEC 55 to fundamental electrical</p>	<p>of microwave communication which is expanding faster than schools are putting out students." "The point of spending a semester studying microwave communications was because right now out in the world the microwave communications field is full of job opportunities and is continually growing every year. So taking this class would prepare me for some of the situations and problems that I would be facing in the work field." Also, two of final and particularly gratifying note: "In some ways, before taking microwave these devices were still somewhat mysterious. Now, I can see that magic plays no part to the operation of electronic components." And, "Slowly, the pieces of the puzzle are coming together. I plan to take what I have learned here to head into engineering." (06/22/2015)</p> <p>Follow-Up: The question will be revised to ask students to provide two specific examples or instances for each of the bulleted points. This revision will help the department determine whether the students are able to relate their specific topics to more general outcomes, rather than relying on answering the high-level question in the most general terms possible. (06/22/2015)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>concepts, and 21 of 23 made comments that identified the specific topics involved (impedance matching/maximum power transfer/complex impedance).</p> <p>(06/22/2015)</p>	
	<p>Course Embedded Test - Students will provide a short-answer (essay) response to the following question: "Describe in general terms what type of circuit problem you are trying to solve with this stub tuner. As part of your answer, explain how the tuner works by identifying the electrical characteristics (such as, but not limited to, impedance, reactance, or susceptance) it introduces into the circuit of which it is a part and describe how these characteristics counteract any undesired phenomena you have identified [as part of the problem completed in response to previous questions]." Question will be asked as part of the final examination at the conclusion of a multiple-part problem in which students will use a Smith chart to determine the dimensions of a short-circuited stub tuner and the location along a transmission line where it is to be placed to achieve an impedance match to a complex load.</p> <p>Criteria for Success: Complete answer to question has four parts: (1) Identify problem to be solved as being one of impedance matching; (2) describe how the stub tuner works--words to the effect of "looks like a matched load to the source"; (3) recognize that matching occurs because a point of pure susceptance</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Not Met 18 of 23 students identified the problem as one of impedance matching; 14 students identified in some way how the tuner works (by stating that the tuner looks like a matched load); 9 students identified the relevant point as being one of pure susceptance; and 9 students specifically identified the point as being one of equal but opposite susceptance. Four students did not attempt to answer the question. (06/29/2015)</p> <p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Not Met 70.8% of students correctly identified problem (part 1); 58.3% of students provided a description of how the stub tuner works (part 2); 12.5% of students correctly recognized that the stub tuner is functioning as a point of equal but opposite susceptance (parts 3 and 4). Additionally, 25% of students provided a statement showing evidence of being able to relate the specific problem being defined in this exercise to the more general problem of matching a source to a load. (06/15/2010)</p>	<p>Use of Results : This question is one of several that will be used as part of the larger program-level outcomes throughout the entire program pertaining to higher-level thought. Future entries will be included under that label; hence this assessment will be closed under this heading. (06/29/2015)</p> <p>Use of Results : Course-level assessment of this problem (reported elsewhere) shows that students are capable of following the steps necessary to create the stub tuner, but this program level SLO reveals that abstracting the concrete steps to the more general question of how the device works remains a challenge. Abstracting further to recognize that this is one of many ways to match a source to a complex load (a recurring problem in electronics) must be emphasized repeatedly, something that is not adequately addressed in laboratory materials or with existing equipment. Among the issues to be addressed: (1) instructor must reinforce the reciprocal nature of impedance and admittance, of reactance and susceptance, and of resistance and conductance. (2) Lab materials need to be enhanced</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
	<p>has been identified on the Smith chart; and that (4) the stub tuner is functioning as a point of equal but opposite susceptance to "trick" the source into seeing impedance as being matched. 70% of students will fulfill part 1 (identify problem); 50% will fulfill part 2 (provide a description of operation; 50% will fulfill part 3 (identify critical location on Smith chart as being a point of susceptance; 50% will fulfill part 4 (point of equal but opposite susceptance).</p> <p>Schedule: Assessment to be administered as part of final examination.</p>		<p>and revised to emphasize that a practical solution to the problem of mismatched sources and loads at microwave frequencies involves treating parallel impedances as series admittance (their reciprocals) because of the practical difficulties involved with adding impedances in parallel; and (3) the utility of the Smith chart lies largely in taking the complex (i.e. real and imaginary) mathematics of impedances and graphically allowing one to find relevant admittances and susceptances with ease. At least one laboratory assignment needs to be added to the curriculum that makes use of a vector network analyzer to show students how practical test equipment makes use of Smith chart notation to display measurements of complex impedance. With such an experiment, instructors can emphasize the more general nature of the type of problem being solved. (06/15/2010)</p>

1. Assessment Plan - Four Column



Emergency Medical Services Certificate: Emergency Medical Technician - EMT 90 - E0378

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>PLO 1 - Students completing the certificate will demonstrate competence in the assessment, diagnosis and treatment of both medical and trauma patients in accordance with the EMT level Scope of Practice.</p> <p>Start Date (Optional): 07/05/2016 End Date (Optional): 07/03/2017</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>PLO 2 - Students completing certificate will be employable and seeking employment in the field or a related field</p> <p>Start Date (Optional): 07/05/2016 End Date (Optional): 07/03/2017</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students will be employed or seeking employment in the field or a related field.</p>		
<p>PLO 3 - Students will demonstrate EMT basic skills competency at a certification level</p> <p>Start Date (Optional): 07/05/2016 End Date (Optional): 07/03/2017</p>	<p>Other - State & National standardized skills competency testing forms Criteria for Success: 75% of all students successfully completing this class will demonstrate EMT Basic skills competency at the certification level Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students demonstrated EMT basic skills competency at a certification level (05/24/2012)</p>	<p>Use of Results : Dept is pleased with the results and will move on to assess the next program outcome (05/24/2012)</p>

1. Assessment Plan - Four Column



Emergency Medical Services Certificate: Emergency Medical Technician - Paramedic (EMT-P) - T1281

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>EMT-P T1281 - All students completing Clinical Internship will have demonstrated skills competency to State & National standards</p> <p>Start Date (Optional): 08/24/2015 End Date (Optional): 07/03/2017</p>	<p>Other - Skill competency standards using State & National forms as evaluated by Nurse Preceptors and confirmed by the Clinical Coordinator</p> <p>Criteria for Success: 100% of Clinical Internship completers will successfully demonstrate all mandated skills competencies</p> <p>Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p> <p>100% of Clinical Internship completers successfully demonstrate all mandated skills competencies (07/31/2012)</p>	<p>Use of Results : Dept is pleased with results (07/31/2012)</p>

PLO-1 - Upon completion of the paramedic program, students will demonstrate competence in the following areas: patient assessment skills, scene management, knowledge of the laws governing Paramedic scope of practice, knowledge of the functions of cells, tissues, organs and organ systems as they relate to paramedic practices and patient care, the ability to utilize appropriate communications skills and demeanor with patients, family members, and field/hospital staff as well as display assertiveness in emergency situations as evidenced by proper assessment and selection of interventions.

Start Date (Optional): 08/24/2015
End Date (Optional): 07/03/2017

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

PLO-2 - Upon completion of the paramedic program, students will demonstrate competence in the assessment and treatment of the following: Cardiovascular emergencies, Neurological emergencies, Respiratory emergencies, Abdominal emergencies, Diabetic emergencies, Endocrine/renal emergencies, Behavioral emergencies, Traumatic emergencies, Environmental emergencies, Obstetrical emergencies and Pediatric emergencies.

Start Date (Optional): 08/24/2015

End Date (Optional): 07/03/2017

PLO-3 - Students completing certificate will be employable/seeking employment in the field of paramedicine or a related field

Start Date (Optional): 08/24/2015

End Date (Optional): 07/03/2017

Survey - Graduate survey
Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field

1. Assessment Plan - Four Column



Emergency Medical Services Degree: AS - Emergency Medical Services - S1210

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Grad competency - Program completers will be competent entry-level Paramedics that meet state and national expectations within the profession.</p>			
<p>EMS AS-S1210 - All students completing the Paramedic Program will be competent as entry-level paramedics meeting state and national expectations within the profession.</p> <p>Start Date (Optional): 08/24/2015 End Date (Optional): 07/03/2017</p>	<p>Other - State supplied Field Internship evaluation forms completed by field preceptor and verified by the Field Coordinator</p> <p>Criteria for Success: 100% of all students successfully completing Field Internship will have achieved all "3's" to demonstrate final skills competency as a paramedic</p> <p>Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of students successfully completing Field Internship achieved ratings of "3's" in all categories t (07/31/2012)</p>	<p>Use of Results : Dept is pleased with results (07/31/2012)</p>
<p>PLO-1 - Upon completion of the paramedic program, students will demonstrate competence in the following areas: patient assessment skills, scene management, knowledge of the laws governing Paramedic scope of practice, knowledge of the functions of cells, tissues, organs and organ systems as they relate to paramedic practices and patient care, the ability to utilize appropriate communications skills and demeanor with patients, family members, and field/hospital staff as well as display assertiveness in emergency situations</p>			

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

as evidenced by proper assessment and selection of interventions.

Start Date (Optional): 08/24/2015

End Date (Optional): 07/03/2017

PLO-2 - Upon completion of the paramedic program, students will demonstrate competence in the assessment and treatment of the following: Cardiovascular emergencies, Neurological emergencies, Respiratory emergencies, Abdominal emergencies, Diabetic emergencies, Endocrine/renal emergencies, Behavioral emergencies, Traumatic emergencies, Environmental emergencies, Obstetrical emergencies and Pediatric emergencies.

Start Date (Optional): 08/24/2015

End Date (Optional): 07/03/2017

PLO-3 - Students completing certificate will be employable/seeking employment in the field of paramedicine or a related field

Outcome Status: Active

EMT-P T1281 - All students completing Clinical Internship will have demonstrated skills competency to State & National standards

Outcome Status: Active

1. Assessment Plan - Four Column



Fire Technology Certificate: Fire Technology - L2105

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Program graduates Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent Start Date (Optional): 01/12/2012 End Date (Optional): 01/12/2016</p>	<p>Course Embedded Test - Course embedded final exams Criteria for Success: Students need to achieve a passing grade of C or better to obtain certificate which indicates subject matter competence. Schedule: Core classes offered each primary semester. Elective classes are offered on a rotating basis.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met All 22 (100%) of the graduating academy students achieved a grade of C or better and demonstrated technical competence. (01/12/2016)</p>	<p>Use of Results : The most important finding from this SLO assessment is that the students are considered immediately employable. (01/12/2016)</p>
<p>1. Fire Department Organization and communication - Define fire department organization, culture, and methods of communication of entry level fire department personnel. Outcome Status: Active</p>			
<p>2. Occupational health and safety - Analyze and assess firefighter hazards, and demonstrate safe practices by using minimum standard safety procedures. Outcome Status: Active</p>			
<p>3. Analysis of fire prevention</p>			

techniques - Demonstrate knowledge of fire preventions efforts and a resulting reduction of life and property loss.

Outcome Status: Active

4. Apply the selection and use of basic tools and equipment -

Knowledge of strategy and tactics required for the proper selection and safe use of firefighting methods, techniques, tools and equipment.

Outcome Status: Active

5. Fire chemistry and behavior

- Identify fire chemistry and behavior for the purpose of predicting fire dynamics and flame spread characteristics.

Outcome Status: Active

6. Fire protection systems and alarms

- Identify components of built-in and portable fire protections systems and alarm and notification devices.

Outcome Status: Active

7. Building Construction relating to firefighter safety -

Demonstrate knowledge of the 5 basic types of construction. Identify the components and hazards related to each type.

Outcome Status: Active

8. Leadership and Management concepts

- Knowledge of Leadership and Management concepts as they relate to emergency and non-emergency situations.

Outcome Status: Active

1. Assessment Plan - Four Column



Fire Technology Degree: AS - Fire Technology - S2105

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Fire profession and organization - Program completers will have a working understanding of the firefighting profession and the organizational structure of fire departments.</p> <p>Start Date (Optional): 05/25/2015 End Date (Optional): 12/31/2015</p>	<p>Course Embedded Test - Students take the Incident Command System (ICS) embedded exam which evaluates their knowledge of the Fire Department Command and Organizational Structure.</p> <p>Criteria for Success: Students must pass the ICS exam with an 80% or higher grade.</p> <p>Schedule: Classes are offered each primary semester.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of the graduating Fire Academy class passed the exam with an 80% or higher grade. (01/12/2016)</p>	<p>Use of Results : This SLO is important assess student achievement and employment ability. This SLO ensures that the students are on a path to receive the State Firefighter I certification. (01/12/2016)</p>
<p>Employment - Program completers will be employed or seeking employment in their area or a related area</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Fire science - Students will identify and communicate knowledge of fire as a chemical reaction as well as knowledge of fire behavior.</p>			

1. Assessment Plan - Four Column



Manufacturing Technology Certificate: Machine Operator - E0956

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technically competent - Students completing the certificate will be technically competent.</p> <p>Start Date (Optional): 02/22/2016 End Date (Optional): 06/10/2016</p>			
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p> <p>Start Date (Optional): 02/22/2016 End Date (Optional): 06/10/2016</p>	<p>Other - Skills demonstration</p> <p>Criteria for Success: 75% of students will be able to fabricate a part based on correct interpretation of a print</p> <p>Schedule: End of semester (final exam)</p>		
<p>Skills Demonstration - Demonstrate ability perform basic mill and lathe setup and operation and machine a simple industry representative component from a 2D print</p> <p>Start Date (Optional): 02/22/2016 End Date (Optional): 06/10/2016</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>70% of students were able to machine industry level parts from provided prints per faculty developed criteria (03/27/2016)</p>	<p>Use of Results : Faculty are satisfied with outcome and will move on to assess other outcomes (03/27/2016)</p>

1. Assessment Plan - Four Column



Manufacturing Technology Certificate: Manufacturing Technology - T0918

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent</p>			
<p>Skills Demonstration II - Demonstrate ability to create a CAD model, 2D print or fabricate a part from a 2D print using manual or CNC methods</p> <p>Start Date (Optional): 02/22/2016 End Date (Optional): 06/10/2016</p>	<p>Other - Skills demonstration Criteria for Success: 75% of students will be able to fabricate a part based on correct interpretation of a print Schedule: End of semester (final exam)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 70% of students will produce industry level CAD models, 2D prints or fabricated parts from prints per faculty defined criteria (03/27/2016)</p>	<p>Use of Results : Faculty are pleased with results and will move on to assess other outcomes (03/27/2016)</p>

1. Assessment Plan - Four Column



Manufacturing Technology Certificate: MasterCAM - E0927

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent</p>			
<p>Skills Demonstration: CAM - Demonstrate ability to create a toolpath for an industry representative part from a 2D print using CAM software Start Date (Optional): 02/22/2016 End Date (Optional): 06/10/2016</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 70% of students were able to create a usable tool path based on a provided 2D print according to faculty developed criteria (03/27/2016)</p>	<p>Use of Results : faculty are pleased with outcome results and will move on to assess other outcomes (03/27/2016)</p>

1. Assessment Plan - Four Column



Manufacturing Technology Certificate: Parametric Solid Modeling - E0923

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
Employment - Students completing certificate will be employed or seeking employment in the field or a related field	Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field		
Technically competent - Students completing the certificate will be technically competent			
Skills Demonstration: CAD - Produce industry representative 3D models, assemblies and 2D prints using parametric CAD software according to faculty defined criteria Start Date (Optional): 02/22/2016 End Date (Optional): 06/10/2016			

1. Assessment Plan - Four Column



Manufacturing Technology Degree: AS - Manufacturing Technology - S0918

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technical competence - Program completers will be technically competent</p>			
<p>Employment - Program completers will be employed or seeking employment in their area or a related area</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Skills Demonstration - Demonstrate ability to create a CAD model, 2D print or fabricate a part from a 2D print using manual or CNC methods</p> <p>Start Date (Optional): 02/22/2016 End Date (Optional): 06/10/2016</p>	<p>Directly related to Objective</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 70% of students will produce industry representative 3D CAD models, assemblies, 2D prints and fabricated parts using conventional and CNC equipment per faculty defined criteria. (03/27/2016)</p>	<p>Use of Results : Faculty are pleased with results and will move on to assess other outcomes (03/27/2016)</p>

1. Assessment Plan - Four Column



Mental Health / Psychiatric Technician Certificate: Mental Health Technology - Psychiatric Technician - T1279

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Activities of Daily Living - Students completing the certificate program will demonstrate the ability to provide client care, within scope of practice, to safely practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to activities of daily living</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 90% of first-time test takers scored in the top two tiers of "percentage of items answered correctly" in content area related to activities of daily living. Continue to monitor quarterly reports for changes. (05/26/2016)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 80% of first-time test takers scored in the top two tiers of "percentage of items answered correctly" in content area related to activities of daily living. (02/17/2016)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 96% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to activities of daily living 3rd quarter 2015. (11/09/2015)</p> <hr/> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to activities of daily living. (05/19/2015)</p>	<p>Use of Results : Small sample (5 students) affected results for this quarter. Continue to monitor. (02/17/2016)</p> <hr/> <p>Use of Results : Continue to monitor. Add data as quarterly reports become available. (11/09/2015)</p>
<p>Nursing Competence - Students completing the certificate program will demonstrate nursing skills, within scope of practice, to safely practice as an entry-level licensed psychiatric</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to basic nursing care. Continue to monitor quarterly</p>	

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>technician. Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>tiers of "percentage of items answered correctly" in content area related to basic nursing care</p>	<p>reports for changes. (05/26/2016)</p> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to basic nursing care (02/17/2016)</p> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to basic nursing care in the 3rd quarter of 2015. (11/09/2015)</p> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to basic nursing care (05/19/2015)</p>	<p>Use of Results : No changes necessary. Continue to monitor. (02/17/2016)</p> <p>Use of Results : Continue to monitor and update as quarterly reports become available. (11/09/2015)</p>
<p>Behavioral Management - Students completing the certificate program will demonstrate the ability to successfully intervene at all levels of client escalation/de-escalation, within scope of practice, to safely practice as an entry-level licensed psychiatric technician. Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to behavioral management</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to behavioral management. Continue to monitor quarterly reports for changes. (05/26/2016)</p> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 60% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to behavioral management (02/17/2016)</p> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 87% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to behavioral management in the 3rd quarter of 2015. (11/09/2015)</p> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items</p>	<p>Use of Results : Small cohort (5 students) affected results. Continue to monitor for trend. (02/17/2016)</p> <p>Use of Results : Continue to monitor and update as quarterly reports become available. (11/09/2015)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Individual and Group Therapeutic Processes - Students completing the certificate program will demonstrate the ability to support client efforts to achieve and maintain optimal mental health, within scope of practice, to successfully practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy</p>	<p>answered correctly" in content area related to behavioral management. (05/19/2015)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 90% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy. Continue to monitor quarterly reports for changes. (05/26/2016)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy (02/17/2016)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 96% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy in the 3rd quarter of 2015. (11/09/2015)</p> <hr/> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy. (05/19/2015)</p>	<p>Use of Results : No changes needed. Continue to monitor. (02/17/2016)</p> <hr/> <p>Use of Results : Continue to monitor and update as quarterly reports become available. (11/09/2015)</p>
<p>Medication Management - Students completing the certificate program will demonstrate the ability to safely administer medications, with scope of practice, to safely practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to medication management.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 90% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to medication management. Continue to monitor quarterly reports for changes. (05/26/2016)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 80% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to medication management (02/17/2016)</p> <hr/> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met</p>	<p>Use of Results : Small cohort (5 students) affected results. Continue to monitor for trend. (02/17/2016)</p> <hr/> <p>Use of Results : Continue and monitor and update as quarterly</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>100% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to medication management 3rd quarter of 2015. (11/09/2015)</p> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 97% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to medications. (05/19/2015)</p>	<p>reports become available. (11/09/2015)</p>
<p>Treatment Plan Development - Students completing the certificate program will demonstrate the ability to participate in all areas of treatment plan development, within scope of practice, to safely practice as an entry-level licensed psychiatric technician. Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to treatment plan development.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items correctly" in content area related to treatment plan development. Continue to monitor quarterly reports for changes. (05/26/2016)</p> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to treatment plan development (02/17/2016)</p>	<p>Use of Results : No changes needed. Continue to monitor. (02/17/2016)</p>
		<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 96% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to treatment plan development 3rd quarter 2015. (11/09/2015)</p>	<p>Use of Results : Continue to monitor and update as quarterly reports become available. (11/09/2015)</p>
		<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to treatment plan development. (05/19/2015)</p>	
<p>Employment - Students will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technically proficient - Certificate completers will be technically proficient</p>			
<p>Ment Cert T1279 - Students will demonstrate clinical practice within scope of practice</p>	<p>Other - Skills performance Criteria for Success: 85% of students will demonstrate clinical interaction with clients 100% within scope of practice as described in Psychiatric Technician Law and observed by faculty. Schedule: End of program</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met No data available this past quarter. No students completed course. (02/17/2016)</p> <hr/> <p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 98% of students interacted 100% of the time within scope of practice. (05/26/2012)</p>	<p>Use of Results : Monitor for trends in enrollment in MENT 82. (02/17/2016)</p> <hr/> <p>Use of Results : Program is pleased with results (05/26/2012)</p>

1. Assessment Plan - Four Column



Mental Health / Psychiatric Technician Degree: AS - Mental Health Tech - Psychiatric Tech - S1208

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Activities of Daily Living - Students completing the associate degree program will demonstrate the ability to provide client care, within scope of practice, to safely practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to activities of daily living</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 80% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to activities of daily living. (02/17/2016)</p>	<p>Use of Results : Small cohort (5 students) affected outcome. Continue to monitor for trend. (02/17/2016)</p>
		<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 96% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to activities of daily living 3rd quarter 2015. (11/25/2015)</p>	<p>Use of Results : Continue to monitor quarterly reports to determine changes in statistics. (11/25/2015)</p>
		<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to activities of daily living. (05/19/2015)</p>	
<p>Nursing Competence - Students completing the associate degree program will demonstrate nursing skills, within scope of practice, to safely practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to activities of basic nursing care.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to activities of basic nursing care. (02/17/2016)</p>	<p>Use of Results : No changes needed. Continue to monitor. (02/17/2016)</p>
		<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to basic nursing care 3rd quarter 2015. (11/25/2015)</p>	<p>Use of Results : Continue to monitor quarterly reports for changes in statistics. (11/25/2015)</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Behavioral Management - Students completing the associate degree program will demonstrate the ability to successfully intervene at all levels of client escalation/de-escalation, within scope of practice, to safely practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to behavioral management.</p>	<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to basic nursing care. (05/19/2015)</p>	<p>Use of Results : Small cohort (5 students) affected outcome. Continue to monitor for trend. (02/17/2016)</p>
<p>Individual and Group Therapeutic Processes - Students completing the associate degree program will demonstrate the ability to support client efforts to achieve and maintain optimal mental health, within scope of practice, to successfully practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 60% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to behavioral management. (02/17/2016)</p> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 87% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to behavioral management 3rd quarter 2015. (11/25/2015)</p> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to behavioral management. (05/19/2015)</p>	<p>Use of Results : Continue to monitor quarterly reports to determine changes in statistics. (11/25/2015)</p>
<p>Individual and Group Therapeutic Processes - Students completing the associate degree program will demonstrate the ability to support client efforts to achieve and maintain optimal mental health, within scope of practice, to successfully practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy. (02/17/2016)</p> <p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 96% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy. (11/25/2015)</p> <p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to individual and group therapy. (05/19/2015)</p>	<p>Use of Results : No changes needed. Continue to monitor. (02/17/2016)</p> <p>Use of Results : Continue to monitor quarterly reports for changes in statistics. (11/25/2015)</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Medication Management - Students completing the associate degree program will demonstrate the ability to safely administer medications, with scope of practice, to safely practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to medication management</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met 80% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to medication management. (02/17/2016)</p>	<p>Use of Results : Small cohort (5 students) affected outcome. Continue to monitor for trend. (02/17/2016)</p>
		<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to medication management. (11/25/2015)</p>	<p>Use of Results : Continue to monitor quarterly reports for changes in statistics. (11/25/2015)</p>
		<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 97% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to medication management. (05/19/2015)</p>	
<p>Treatment Plan Development - Students completing the associate degree program will demonstrate the ability to participate in all areas of treatment plan development, within scope of practice, to safely practice as an entry-level licensed psychiatric technician.</p> <p>Start Date (Optional): 01/01/2015 End Date (Optional): 06/10/2016</p>	<p>Other - Review quarterly BVNPT data on first-time licensure examination takers</p> <p>Criteria for Success: 85% of first-time test takers will score in top two tiers of "percentage of items answered correctly" in content area related to treatment plan development.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 100% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to treatment plan development. (02/17/2016)</p>	<p>Use of Results : No changes needed. Continue to monitor. (02/17/2016)</p>
		<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met 96% of first-time test takers scored in top two tiers of "percentage of items answered correctly" in content area related to treatment plan development. (11/25/2015)</p>	<p>Use of Results : Continue to monitor quarterly reports for changes in statistics. (11/25/2015)</p>
		<p>Summary of Data Collection Period: 2014-15 Summary of Data Type: Criterion Met 100% of first-time test takers in the first quarter of 2015 scored in the top two tiers of "percentage of items answered correctly" in content area related to treatment plan development. (05/19/2015)</p>	
<p>Professional Development - Students completing the associate degree program will demonstrate the ability to develop and achieve entry-level professional goals.</p> <p>Start Date (Optional): 01/01/2015</p>	<p>Other - 85% of students taking MENT 82 will successfully complete all requirements to pass course.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met No students completed MENT 82 Fall '15. (02/17/2016)</p>	<p>Use of Results : Continue to monitor for trends in MENT 82 enrollment. (02/17/2016)</p>
		<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met</p>	<p>Use of Results : Monitor changes in pass rate over the next</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
End Date (Optional): 06/10/2016		57% of students successfully completed all requirements to pass MENT 82. (11/25/2015)	semester to determine trend. (11/25/2015)
Competent Students - Students will be competent in course content to pass long multiple choice examinations	Course Embedded Test - 1a multiple choice test Criteria for Success: 95% of all students will be able to score greater than 78% on a 150 question multiple choice exam created by department faculty based on curriculum content	Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Not Met 87% of students passing are completing a 200 question exam in one hundred and fifty minutes. (09/09/2010)	Use of Results : Continue to have students practice on a timed online simulated exam 3/28/2008 Continue assigning online practice exam. (09/09/2010)
		Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Not Met 1a. 90% of students are scoring 75% or greater on the 150 question multiple choice exam based on curriculum content. (09/09/2010)	Use of Results : Continue item analysis and promote use of tutoring center (09/09/2010)
	Course Embedded Test - 1b multiple choice test Criteria for Success: All students passing should take no longer than one hour and fifty minutes to complete a 150 question multiple choice exam created and reviewed by department faculty.		
Quality of Life - students will report improvement in their quality of life	Survey - Department-generated survey Criteria for Success: 50% of the students surveyed will report improvement in their quality of life via a survey tool, administered in 1st and 3rd semester	Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Met 85% of students surveyed report a improvement in their quality of life Notes for future: - Each cohort over 3 semesters - Implementing every semester - Past grads completed - Implement with new class (09/09/2010)	Use of Results : Department will revisit the assessment in future, but at this point is pleased with the results (09/09/2010)
Ment AS S1208 - Student successfully completing MENT 70L will demonstrate clinical practice within scope of practice	Other - Skills performance Criteria for Success: 85% of students will demonstrate clinical interaction with clients 100% within scope of practice as described in Psychiatric	Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 98% of students demonstrated clinical interaction with clients 100% within scope of practice as described in	Use of Results : Program is pleased with the results (05/26/2012)

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
	Technician Law and observed by faculty. Schedule: End of program	Psychiatric Technician Law and observed by faculty. (05/26/2012)	

1. Assessment Plan - Four Column



Nursing Certificate: LVN 30-Unit Option - Career Mobility Track - E1202

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Technically competent - Certificate completers will be technically competent</p>			
<p>Employment - Certificate completers will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of certificate completers will be employed or seeking employment in the field or a related field.</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Not Met There have been no students in the 30 Unit Option Program over this assessment period. (06/11/2015)</p>	<p>Use of Results : The Summary is well-known to the program and division. There are no "use of results" at this time, due to no students in this 30 Unit Option program and no data. (06/11/2015)</p>
<p>LVN 30 unit Cert E1202 - Students will demonstrate effective geriatric patient education for a neurological / endocrine patient. Start Date (Optional): 02/27/2012 End Date (Optional): 06/30/2012</p>	<p>Other - Divided into groups of three to four, 100% of students will identify and select teaching topic specific to neurologic disorder that includes a 15-20 minute role-play scenario, peer teaching, and/or conceptualization of disease and will be assessed for accuracy by clinical instructor.</p> <p>Criteria for Success: 100% students will complete the written material, including a brief summary of the client's medical problem, description of the client as a person, identification of health teaching needs, method of client understanding and resources/pamphlets as applicable. Schedule: End of semester</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% students completed the written geriatric patient educational plan for a neurological/endocrine patient. (09/24/2012)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess another course. (09/24/2012)</p>

1. Assessment Plan - Four Column



Nursing Degree: AS - Licensed Vocational Nurse to RN - S1201

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Program completers will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey</p> <p>Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>LVN to RN AS S1201 - Each student will successfully demonstrate insertion of an intravenous catheter by the end of the course.</p>			
<p>Role Transition - Course completer will successfully complete the Role Transition course to be accepted into the Nursing Program in the second semester.</p> <p>Start Date (Optional): 06/24/2015 End Date (Optional): 06/24/2018</p>	<p>Other - Simulation and final grade in Theory</p> <p>Criteria for Success: Students will pass the course with a final grade of 75% or better in Theory. Students will satisfactorily complete the Human Simulation testing in the Laboratory setting</p> <p>Schedule: By the end of the Role Transition Course.</p>		

1. Assessment Plan - Four Column



Nursing Degree: AS - Nursing - S1203

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employer satisfaction - Employers will be satisfied with the educational preparation of the Mt. SAC Nursing graduates</p>	<p>Survey - Code 9 Employer Survey Criteria for Success: Respondents will indicate a minimum of overall 85% satisfaction to all responses with no sub category satisfaction of less than 75%.</p>		
<p>Comprehensive Predictor Exam - Nursing Program completers will score above the national average on the comprehensive predictor exam</p>	<p>Standardized Test - Comprehensive Predictor Exam Criteria for Success: 100% of students cumulatively will score no less than 50% in any sub-category</p>		
<p>NCLEX Exam - Program graduates taking the NCLEX exam for the 1st time will cumulatively score above the national average</p>	<p>Standardized Test - NCLEX Criteria for Success: 90% of program grads will score a "pass" on the first attempt</p>		
<p>Program completers - Nursing program completers will deliver safe and competent patient care as newly licensed registered nurses</p>			
<p>RN AS S1203 - Students will complete a satisfactory concept map utilizing</p>	<p>Other - Concept map Criteria for Success:</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met</p>	<p>Use of Results : This information was shared at the curriculum</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
the Betty Neuman System Model.	100% of course completers will successfully complete their concept map by final revision as determined by their clinical instructor. Schedule: End of semester	100% of students completed a satisfactory concept map utilizing the Betty Neuman System Model. (05/31/2012)	department meetings. All students are completing their concept maps and appropriately utilizing the Betty Neuman System Model. The Nursing Department faculty are in the process of updating the curriculum which might affect the usage of of the Betty Neuman System Model. (10/06/2015) Use of Results : Faculty are pleased with the results. (05/31/2012)

1. Assessment Plan - Four Column



Nursing Degree: AS - Psychiatric Technician to RN - S1209

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Program completers will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>PT to RN AS S1209 - By the end of the course, at week 5 of every semester, each student will be competent in performing a pediatric patient head to toe assessment.</p>	<p>Other - Skills assessment Criteria for Success: Program completers will successfully demonstrate a pediatric patient head to toe assessment with 100% accuracy to both a licensed registered nurse in the skills lab and then again with a patient in the clinical setting assessed by their clinical instructor. Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of course completers demonstrated a pediatric patient head to toe assessment with 100% accuracy to both a licensed registered nurse in the skills lab and then again with their clinical instructor. (05/31/2012)</p>	<p>Use of Results : This SLO is not used for this group and will be closed. A new SLO will be created which is appropriate for the LVN to RN students. (06/10/2015)</p> <hr/> <p>Use of Results : In future the pediatric clinical faculty will determine if they would change criterion measurement method to include those that need remediation before completing the head to toe assessment in the clinical setting. Criterion met, however, the pediatric faculty team may add criterion to the assessment method while clinical faculty assess for accurate head to toe assessments. (05/31/2012)</p>
<p>Role Transition - Course completer will successfully complete the Role Transition course to be accepted into the Nursing Program in the second semester. Start Date (Optional): 06/24/2015</p>	<p>Other - Simulation and final grade in Theory Criteria for Success: Student will pass the course with a final grade of 75% or better in Theory. Students will satisfactorily complete the</p>		

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
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End Date (Optional): 06/24/2018

Human Simulation testing in the Laboratory setting.

Schedule: By end of Role Transition Course.

1. Assessment Plan - Four Column



Radiologic Technology Degree: AS - Radiologic Technology - S1206

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Positioning Skills - Student/Graduate will apply accurate positioning skills Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>	<p>Other - Clinical Evaluations (#17, "Positions patient & image receptor to achieve accurate demonstration of affected body part") Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 85% of the students would be rated as at least competent/acceptable was met. 85% were rated as competent/acceptable and 15% were rated as excellent. (12/11/2015)</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student's ability to apply accurate positioning skills. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting. Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.
Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results. (10/03/2016)

Other - Clinical Evaluations (#17, "Positions patient & image receptor to achieve accurate demonstration of affected body part")
Criteria for Success: 90% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)

Other - Clinical Evaluations (#17, "Positions patient & image receptor to achieve accurate demonstration of affected body part")
Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD4, graduates Summer, 6 week evaluation (summative)

Course Embedded Test - Laboratory Course Grading Rubric (Correct positioning for the exam section)
Criteria for Success: 85% of the students will earn a 3 (Correct positioning for the exam) on rubric for each exposure on the final exam
Schedule: Fall Final Exam (summative)

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>Course Embedded Test - Laboratory Course Grading Rubric (Correct positioning for the exam section) Criteria for Success: 85% of the students will earn a 3 (Correct positioning for the exam) on rubric for each exposure on the final exam Schedule: Spring Final Exam (summative)</p>		
<p>Technical Factors - Student/Graduate will select optimal technical factors Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>	<p>Other - Clinical Evaluations (#21, "Selects technical factors producing quality diagnostic images with the lowest possible radiation exposure") Criteria for Success: 75% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 75% of the students would be rated as at least competent/acceptable was met. 82% were rated as competent/acceptable and 18% were rated as excellent. (12/11/2015)</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student's ability to select optimal technical factors. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting. Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
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through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.

Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results.

(10/03/2016)

Other - Clinical Evaluations (#21, "Selects technical factors producing quality diagnostic images with the lowest possible radiation exposure")
Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)

Other - Clinical Evaluations (#21, "Selects technical factors producing quality diagnostic images with the lowest possible radiation exposure")
Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD4, graduates Summer, 6 week evaluation (summative)

Radiation Protection -
 Student/Graduate will utilize appropriate radiation protection
Outcome Status: Active
Assessment Rotation Cycle: 2016-17

Course Embedded Test - Laboratory Course Grading Rubric (Shielding used and placed over gonads or thyroid section)
Criteria for Success: 85% of the students will earn a 3 (Shielding used

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>and placed over gonads or thyroid) on rubric for each exposure on the final exam Schedule: Fall Final Exam (summative)</p> <p>Course Embedded Test - Laboratory Course Grading Rubric (Shielding used and placed over gonads or thyroid section) Criteria for Success: 85% of the students will earn a 3 (Shielding used and placed over gonads or thyroid) on rubric for each exposure on the final exam Schedule: Spring Final Exam (summative)</p>		
	<p>Other - Clinical Evaluations (#7, “Uses personnel & radiation protection measures each exam warrants”) Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 85% of the students would be rated as at least competent/acceptable was met. 70% were rated as competent/acceptable and 30% were rated as excellent. (12/11/2015)</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student’s ability to utilize appropriate radiation protection. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
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program advisory committee meeting.
 Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.
 Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results. (10/03/2016)

Other - Clinical Evaluations (#7, "Uses personnel & radiation protection measures each exam warrants")
Criteria for Success: 90% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)

Other - Clinical Evaluations (#7, "Uses personnel & radiation protection measures each exam warrants")
Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD4, graduates Summer, 6 week evaluation (summative)

Written Communication Skills - Student/Graduate will demonstrate	Other - Clinical Evaluations (#1, "Uses appropriate & effective	Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met	Use of Results : SLO department meeting held 9/26/16.
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<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>effective written communication skills</p> <p>Outcome Status: Active</p> <p>Assessment Rotation Cycle: 2016-17</p>	<p>written, oral & nonverbal communication with patients, the public & members of healthcare team")</p> <p>Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA)</p> <p>Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 85% of the students would be rated as at least competent/acceptable was met.</p> <p>91% were rated as competent/acceptable and 9% were rated as excellent.</p> <p>(12/11/2015)</p>	<p>Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student's ability to demonstrate effective written communication skills. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting.</p> <p>Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.</p> <p>Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of</p>

Other - Clinical Evaluations (#1,
"Uses appropriate & effective
written, oral & nonverbal
communication with patients, the
public & members of healthcare
team")

Criteria for Success: 90% of the
students will be rated as at least
competent/ acceptable (CA)

Schedule: RAD3A, 2nd year Fall, 16
week evaluation (formative)

Other - Clinical Evaluations (#1,
"Uses appropriate & effective
written, oral & nonverbal
communication with patients, the
public & members of healthcare
team")

Criteria for Success: 95% of the
students will be rated as at least
competent/ acceptable (CA)

Schedule: RAD4, graduates
Summer, 6 week evaluation
(summative)

Survey - Employer Survey (#10: "The
graduate demonstrates effective
written communication skills.")

Criteria for Success: 90% of
employers will agree or strongly
agree with the statement "The
graduate demonstrates effective
written communication skills."

Schedule: Within 12 months of
graduation

Other - RAD63 Writing assignment
rubric

Criteria for Success: 90% of the
students will score >80% for
completed written assignments

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Oral Communication Skills - Student/Graduate will demonstrate effective oral communication skills Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>	<p>during 2nd year fall semester Schedule: RAD63, 2nd year, Fall</p> <p>Other - Clinical Evaluations (#1, “Uses appropriate & effective written, oral & nonverbal communication with patients, the public & members of healthcare team”) Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 85% of the students would be rated as at least competent/acceptable was met. 91% were rated as competent/acceptable and 9% were rated as excellent. (12/11/2015)</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student’s ability to demonstrate effective oral communication skills. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting. Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results. (10/03/2016)

Other - Clinical Evaluations (#1, "Uses appropriate & effective written, oral & nonverbal communication with patients, the public & members of healthcare team")
Criteria for Success: 90% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)

Other - Clinical Evaluations (#1, "Uses appropriate & effective written, oral & nonverbal communication with patients, the public & members of healthcare team")
Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA)
Schedule: RAD4, graduates Summer, 6 week evaluation (summative)

Survey - Employer Survey (#11: "The graduate demonstrates effective oral communication skills.")
Criteria for Success: 90% of employers will agree or strongly agree with the statement "The graduate demonstrates effective oral communication skills."
Schedule: Within 12 months of graduation

Other - RAD31 Oral presentation

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>rubric for fluoroscopy project Criteria for Success: 90% of the students will score >85% for completed written assignments during 2nd year spring semester Schedule: RAD31, 2nd year, Spring</p>		
<p>Adapt Standard Procedure - Student/Graduate will adapt standard procedures as needed Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>	<p>Other - Clinical evaluations (#13, "Adapts procedure to meet age-specific, disease-specific & cultural needs of patient") Criteria for Success: 75% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 75% of the students would be rated as at least competent/acceptable was met. 73% were rated as competent/acceptable and 27% were rated as excellent (12/11/2015)</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student's ability to adapt standard procedures as needed. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting. Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
			<p>RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.</p> <p>Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results.</p> <p>(10/03/2016)</p>
	<p>Other - Clinical evaluations (#13, "Adapts procedure to meet age-specific, disease-specific & cultural needs of patient")</p> <p>Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA)</p> <p>Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)</p>		
	<p>Other - Clinical evaluations (#13, "Adapts procedure to meet age-specific, disease-specific & cultural needs of patient")</p> <p>Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA)</p> <p>Schedule: RAD4, graduates Summer, 6 week evaluation (summative)</p>		
	<p>Survey - Employer Survey (#13: "The graduate is able to adapt standard procedures as needed for all patients.")</p> <p>Criteria for Success: 90% of employers will agree or strongly agree with the statement "The graduate is able to adapt standard procedures as needed for all patients."</p>		

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
<p>Determine Diagnostic Quality - Student/Graduate will critique images to determine diagnostic quality Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>	<p>Schedule: Within 12 months of graduation</p> <p>Other - Clinical Evaluations (#26, "Critiques images for appropriate anatomy, accuracy of positioning, image quality & patient ID") Criteria for Success: 75% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 75% of the students would be rated as at least competent/acceptable was met. 73% were rated as competent/acceptable and 27% were rated as excellent. (12/11/2015)</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student's ability to critique images to determine diagnostic quality. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting. Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>Other - Clinical Evaluations (#26, "Critiques images for appropriate anatomy, accuracy of positioning, image quality & patient ID") Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)</p> <hr/> <p>Other - Clinical Evaluations (#26, "Critiques images for appropriate anatomy, accuracy of positioning, image quality & patient ID") Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD4, graduates Summer, 6 week evaluation (summative)</p> <hr/> <p>Survey - Employer Survey (#14: "The graduate is able to critique images to determine diagnostic quality.") Criteria for Success: 90% of employers will agree or strongly agree with the statement "The graduate is able to critique images to determine diagnostic quality." Schedule: Within 12 months of graduation</p>		<p>Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results.</p> <p>(10/03/2016)</p>
<p>Determine Corrective Measures - Student/Graduate will determine corrective measures for non-</p>	<p>Other - Clinical Evaluations (#27, "Determines corrective measures to improve inadequate images")</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met</p>

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>diagnostic images</p> <p>Outcome Status: Active</p> <p>Assessment Rotation Cycle: 2016-17</p>	<p>Criteria for Success: 75% of the students will be rated as at least competent/ acceptable (CA)</p> <p>Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>/ acceptable. Established criterion of at least 75% of the students would be rated as at least competent/acceptable was met.</p> <p>82% were rated as competent/acceptable and 18% were rated as excellent.</p> <p>(12/11/2015)</p>	<p>established criterion for this SLO and assessment method was effective in measuring the student's ability to determine corrective measures for non-diagnostic images. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting.</p> <p>Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.</p> <p>Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
			<p>next year's results.</p> <p>(10/03/2016)</p>
	<p>Other - Clinical Evaluations (#27, "Determines corrective measures to improve inadequate images") Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)</p>		
	<p>Other - Clinical Evaluations (#27, "Determines corrective measures to improve inadequate images") Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD4, graduates Summer, 6 week evaluation (summative)</p>		
<p>Patient-Centered, Clinically Effective Care - Student/Graduate will provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity or culture Outcome Status: Active Assessment Rotation Cycle: 2016-17</p>	<p>Other - Clinical Evaluation (#10, "Provides patient-centered, clinically effective care for all patients") Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA) Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16 Summary of Data Type: Criterion Met Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 85% of the students would be rated as at least competent/acceptable was met. 79% were rated as competent/acceptable and 21% were rated as excellent. (12/11/2015)</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student's ability to provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity or culture. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed</p>

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

the accuracy of student evaluation (ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting.

Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed.

Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results.

(10/03/2016)

Other - Clinical Evaluation (#10, "Provides patient-centered, clinically effective care for all patients")

Criteria for Success: 90% of the students will be rated as at least competent/ acceptable (CA)

Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)

Other - Clinical Evaluation (#10, "Provides patient-centered, clinically effective care for all patients")

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>Criteria for Success: 95% of the students will be rated as at least competent/ acceptable (CA)</p> <p>Schedule: RAD4, graduates Summer, 6 week evaluation (summative)</p> <p>Survey - Employer Survey (#16: “The graduate is able to provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity or culture.”)</p> <p>Criteria for Success: 95% of employers will agree or strongly agree with the statement “The graduate is able to provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity or culture.”</p> <p>Schedule: Within 12 months of graduation</p>		
<p>Professional Work Ethics - Student/Graduate will demonstrate professional work ethics</p> <p>Outcome Status: Active</p> <p>Assessment Rotation Cycle: 2016-17</p>	<p>Other - Clinical Evaluations (Professionalism Section, #30- 38)</p> <p>Criteria for Success: 85% of the students will be rated as at least competent/ acceptable (CA) on all professionalism performance measures</p> <p>Schedule: RAD1A, 1st year Fall, 16 week evaluation (formative)</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>Class of 2017. 100% of students rated as at least competent / acceptable. Established criterion of at least 85% of the students would be rated as at least competent/acceptable was met.</p> <p>#30: 58% were rated as competent/acceptable and 42% were rated as excellent.</p> <p>#31: 48% were rated as competent/acceptable and 52% were rated as excellent</p> <p>#32: 52% were rated as competent/acceptable and 48% were rated as excellent</p> <p>#33: 52% were rated as competent/acceptable and 48% were rated as excellent</p> <p>#34: 64% were rated as competent/acceptable and 36% were rated as excellent</p> <p>#35: 61% were rated as competent/acceptable and 39%</p>	<p>Use of Results : SLO department meeting held 9/26/16. Results indicate students met established criterion for this SLO and assessment method was effective in measuring the student’s ability to demonstrate professional work ethics. Program faculty discussed the fact that students are assessed based on their current progress and training in the program. As first year students, clinical instructors expect a certain level of skill compared to second year students. Also, faculty discussed the accuracy of student evaluation</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
		<p>were rated as excellent #36: 61% were rated as competent/acceptable and 39% were rated as excellent #37: 61% were rated as competent/acceptable and 39% were rated as excellent #38: 58% were rated as competent/acceptable and 42% were rated as excellent (12/11/2015)</p>	<p>(ratings). Faculty decided to reiterate to clinical staff the importance of accurate student evaluations and how the program uses the data to make important program decisions and improvements. This will be discussed during the Spring 2017 program advisory committee meeting. Although 100% of the students have achieved this learning outcome, it will continue to be assessed as students progress through the program considering it is vital for success as an RT. This SLO will be assessed again in RAD3A, which is offered in year 2, Fall semester. Results for RAD1A and RAD3A will be compared and analyzed. Based on results, no changes will be made to assessment method, curriculum, or clinical training. The program will consider raising expected criterion after review of next year's results. (10/03/2016)</p>
	<p>Other - Clinical Evaluations (Professionalism Section, #30- 38) Criteria for Success: 90% of the students will be rated as at least competent/ acceptable (CA) on all professionalism performance measures Schedule: RAD3A, 2nd year Fall, 16 week evaluation (formative)</p>		
	<p>Other - Clinical Evaluations (Professionalism Section, #30- 38) Criteria for Success: 95% of the</p>		

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
	<p>students will be rated as at least competent/ acceptable (CA) on all professionalism performance measures</p> <p>Schedule: RAD4, graduates Summer, 6 week evaluation (summative)</p> <hr/> <p>Survey - Employer Survey (#15: “The graduate demonstrates professional work ethics.”)</p> <p>Criteria for Success: 95% of employers will agree or strongly agree with the statement “The graduate demonstrates professional work ethics.”</p> <p>Schedule: Within 12 months of graduation</p>		
<hr/>			
<p>Professional Development Activities</p> <p>- Student/Graduate will participate in professional development activities</p> <p>Outcome Status: Active</p> <p>Assessment Rotation Cycle: 2016-17</p>			
<p>ARRT Examination - Graduate will pass the ARRT examination</p> <p>Outcome Status: Active</p> <p>Assessment Rotation Cycle: 2015-16</p>	<p>Other - ARRT Candidate Exam Results Report (filter by exam date, w/i six months of graduation)</p> <p>Criteria for Success: Five-year average credentialing examination pass rate of not less than 75 % at first attempt within six months of graduation</p> <p>Schedule: 6 months post- graduation</p>	<p>Summary of Data Collection Period: 2015-16</p> <p>Summary of Data Type: Criterion Met</p> <p>Five year (2011-2015) average credentialing examination rate is 90%. Established criterion of a five-year average examination pass rate of not less than 75% at first attempt within six months was met. (02/26/2016)</p>	<p>Use of Results : Analysis of credentialing exam pass rate. Although the 5 year average benchmark of 75% has been met, the program would like to improve graduate pass rates to well above national average. The program is focusing on improving scores in all sections; however, of greatest concern is section C of the ARRT exam.</p> <ul style="list-style-type: none"> • Program pass rates have been above national average for past 5 years except in 2013. • In 2015, program mean sections scores were .1 above national average in sections A & B.

- In 2015, program mean section scores were .1 below national average in sections D & E and .3 below national average in section C.
- Steps have been taken to improve scores in section C as this has been an area in which program students have scored below national average for 5 consecutive years. Below are steps that the program has taken in the past 7 months.
 - o The programs Digital Imaging course (RAD 32) was moved to later in curriculum sequence. Originally the course was offered in the Winter semester of the student's first year in the program. The course has been moved to the second Winter semester of the program. This later offering allows students to complete other theory courses prior to completing RAD32 which should help provide additional foundational knowledge in theory prior to enrolling in RAD32 additional learning resources in digital imaging- ASRT Essentials of Digital Imaging. The goal is to add this additional resource into the RAD32 and RAD64 courses as an instructional tool. The program will ensure that 2016 graduates have access to the program prior to graduation. Program officials will evaluate if the program made students feel better prepared for the ARRT exam as a result of the program. Collection of this data

will be accomplished through surveys and/or interviews. The ASRT program includes the following modules:

- Module 1 – Fundamentals
- Module 2 – Processing
- Module 3 – Display
- Module 4 – Image

Analysis

- Module 5 – PACS
- Module 6 – Dose Reduction and Patient Safety
- Module 7 – Quality

- o The course content in RAD64, the program’s review course, is being reorganized and more emphasis is being placed on digital content. Again, the new ASRT learning modules will be integrated into this course.

- o The instructor for course RAD62A is reviewing the digital content in the four chapters of the program’s Theory textbook (Bontrager). During the 4 year review process of program courses, RAD62A will be modified to remove the majority of film/screen content and by adding some foundational digital content. RAD62A is completed prior to RAD32. RAD32 is completed prior to RAD64. Together, program courses will provide students with additional learning opportunities in digital imaging than what is currently offered. The goal is to include digital content earlier in the program and continue building on that knowledge as the

student progresses through the program.

- No further interventions will be made at this time. Will continue to monitor ARRT credentialing exam rates and collect data to evaluate student's level of preparation for the ARRT exam.

(04/29/2016)

Other - ARRT Candidate Exam Results Report (filter by exam date, w/i six months of graduation)

Criteria for Success: Examination pass rate of not less than 75 % at first attempt within six months of graduation

Schedule: 6 months post- graduation

Summary of Data Collection Period: 2015-16

Summary of Data Type: Criterion Met

Class of 2015 credentialing examination pass rate is 89%. Established criterion of an examination pass rate of not less than 75% at first attempt within six months was met. (02/26/2016)

Use of Results : Narrative:

Analysis of credentialing exam pass rate. Although the benchmark of 75% has been met, the program would like to improve graduate pass rates to well above national average. The program is focusing on improving scores in all sections; however, of greatest concern is section C of the ARRT exam.

- Program pass rates have been above national average for past 5 years except in 2013.
- In 2015, program mean sections scores were .1 above national average in sections A & B.
- In 2015, program mean section scores were .1 below national average in sections D & E and .3 below national average in section C.
- Steps have been taken to improve scores in section C as this has been an area in which program students have scored below national average for 5 consecutive years. Below are steps that the program has taken

in the past 7 months.

o The programs Digital Imaging course (RAD 32) was moved to later in curriculum sequence. Originally the course was offered in the Winter semester of the student's first year in the program. The course has been moved to the second Winter semester of the program. This later offering allows students to complete other theory courses prior to completing RAD32 which should help provide additional foundational knowledge in theory prior to enrolling in RAD32.

o The program purchased additional learning resources in digital imaging- ASRT Essentials of Digital Imaging. The goal is to add this additional resource into the RAD32 and RAD64 courses as an instructional tool. The program will ensure that 2016 graduates have access to the program prior to graduation. Program officials will evaluate if the program made students feel better prepared for the ARRT exam as a result of the program. Collection of this data will be accomplished through surveys and/or interviews. The ASRT program includes the following modules:

Module 1 –

Fundamentals

Module 2 – Processing

Module 3 – Display

Module 4 – Image

Analysis

Module 5 – PACS

Module 6 – Dose Reduction and Patient Safety
Module 7 – Quality

- o The course content in RAD64, the program’s review course, is being reorganized and more emphasis is being placed on digital content. Again, the new ASRT learning modules will be integrated into this course.
- o The instructor for course RAD62A is reviewing the digital content in the four chapters of the program’s Theory textbook (Bontrager). During the 4 year review process of program courses, RAD62A will be modified to remove the majority of film/screen content and by adding some foundational digital content. RAD62A is completed prior to RAD32. RAD32 is completed prior to RAD64. Together, program courses will provide students with additional learning opportunities in digital imaging than what is currently offered. The goal is to include digital content earlier in the program and continue building on that knowledge as the student progresses through the program.

- No further interventions will be made at this time. Will continue to monitor ARRT credentialing exam rates and collect data to evaluate student’s level of preparation for the ARRT exam.

(04/29/2016)

Employment - Graduate will secure employment in the radiology profession
Outcome Status: Active
Assessment Rotation Cycle: 2015-16

Survey - Alumni Survey
Criteria for Success: Five-year average job placement rate of not less than 75% within twelve months of graduation
Schedule: Within 12 months post-graduation

Summary of Data Collection Period: 2013-14
Summary of Data Type: Criterion Met
 Five-year (2010-2014) average job placement rate is 86%.
 Established criterion of a five-year average of not less than 75% within twelve months of graduation was met (08/31/2015)

Use of Results : Analysis of job placement rate. Although the 5 year average benchmark of 75% has been met, the program would like to improve job placement rates.

- Program officials note that the majority of the Class of 2015 students are currently working indicating that the job placement rate may be higher when measured in August 2016.
- Obtaining a high response rate from surveys used to track job placement rate is a challenge. The return rate on student surveys one year after program graduation continues to be a problem. Will continue using various forms of communication to track alumni and obtain the survey data needed to report accurate job placement rates.
- Many students are hired at the sites where they trained. Students need to understand that they are responsible for maintaining a positive relationship with clinical staff while training and after they have left the facility. Networking is very important. Often students forget that while they are training they are being evaluated as a potential employee. Making a good

impression during training is important.

- Many employers have contacted faculty directly to seek graduates that we would directly recommend for open positions. This recruitment practice includes employers seeking graduates who are willing to cross train new graduates into advanced modalities. Great news! Students need to maintain contact with program faculty and communicate to faculty if they are still looking for a job. No Class of 2015 students have contacted faculty asking for help in finding work.

- The program uses Facebook to communicate with alumni about job openings. Registering for FB is recommended as faculty post jobs on a regular basis.

- Program officials discussed ideas to help improve this rate. Will reiterate to students that the college offers free career placement services to alumni and that they should join our FB page if they would like to view current job openings. Will also stress the importance of relationship building and networking while enrolled as a student.

- Aside from the steps already taken, the program cannot control the job market. We can control the number of students admitted to the program if the job placement rate falls below the benchmark and

continues as a trend. At this time, that is not an issue.

- Will continue to monitor job placement rate

(10/30/2015)

Survey - Alumni Survey
Criteria for Success: Job placement rate of not less than 75% within twelve months of graduation
Schedule: Within 12 months post-graduation

Summary of Data Collection Period: 2013-14
Summary of Data Type: Criterion Met
 Class of 2014 job placement rate is 92%. Established criterion of not less than 75% within twelve months of graduation was met. (08/31/2015)

Use of Results : Analysis of job placement rate. Although the benchmark of 75% has been met, the program would like to improve job placement rates.

- Program officials note that the majority of the Class of 2015 students are currently working indicating that the job placement rate may be higher when measured in August 2016.
- Obtaining a high response rate from surveys used to track job placement rate is a challenge. The return rate on student surveys one year after program graduation continues to be a problem. Will continue using various forms of communication to track alumni and obtain the survey data needed to report accurate job placement rates.
- Many students are hired at the sites where they trained. Students need to understand that they are responsible for maintaining a positive relationship with clinical staff while training and after they have left the facility. Networking is very important. Often students forget that while they are training they are being evaluated as a potential employee. Making a good

impression during training is important.

- Many employers have contacted faculty directly to seek graduates that we would directly recommend for open positions. This recruitment practice includes employers seeking graduates who are willing to cross train new graduates into advanced modalities. Great news! Students need to maintain contact with program faculty and communicate to faculty if they are still looking for a job. No Class of 2015 students have contacted faculty asking for help in finding work.

- The program uses Facebook to communicate with alumni about job openings. Registering for FB is recommended as faculty post jobs on a regular basis.

- Program officials discussed ideas to help improve this rate. Will reiterate to students that the college offers free career placement services to alumni and that they should join our FB page if they would like to view current job openings. Will also stress the importance of relationship building and networking while enrolled as a student.

- Aside from the steps already taken, the program cannot control the job market. We can control the number of students admitted to the program if the job placement rate falls below the benchmark and

Program Outcomes

Assessment Methods

Summary of Data

Use of Results

continues as a trend. At this time, that is not an issue.
• Will continue to monitor job placement rate

(10/30/2015)

Competent Entry Level Technologist - Student/Graduate will be well prepared to function as a competent entry-level radiologic technologist
Outcome Status: Active
Assessment Rotation Cycle: 2016-17

Survey - Employer Survey (#18: Overall, the graduate is well prepared to function as a competent entry-level radiologic technologist)
Criteria for Success: 90% of employers will agree or strongly agree with the statement "Overall, the graduate is well prepared to function as a competent entry-level radiologic technologist."
Schedule: Within 12 months of graduation

Survey - Graduate Evaluation of Program Survey (#21: "Overall, I am well prepared to function as a competent entry-level radiologic technologist.")
Criteria for Success: 90% of graduates will agree or strongly agree with the statement "Overall, I am well prepared to function as a competent entry-level radiologic technologist."
Schedule: Graduate check out day

1. Assessment Plan - Four Column



Respiratory Therapy Respiratory Therapy Degree: AS - Respiratory Therapy - S1205

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>CRT and RRT Exam - Graduates will achieve the CRT and RRT credential</p>	<p>Standardized Test - WRRT and Clinical simulation examinations Criteria for Success: A threshold of 80% of the students passing within two tries is set by the accrediting agency for Respiratory Care.</p>	<p>Summary of Data Collection Period: 2011-12 Summary of Data Type: Criterion Met 100% of the Respiratory Therapy Graduates from the graduating classes of 2011 and 2012 earned the CRT credential.</p> <p>100% of the Respiratory Therapy Graduates from the graduating class of 2011 earned the RRT credential. 80.8% of the Respiratory Therpy Graduates from the graduating class of 2012 earned the RRT credential. Not all graduates opted to sit for the advanced RRT credential to date. The pass rate for those students who took the exam is 100% (02/18/2014)</p> <hr/> <p>Summary of Data Collection Period: 2008-09 Summary of Data Type: Criterion Not Met The first secure test was given to the graduating class of 2006. The first-time passing rate was only 27%. The second try yielded an overall 69% success. The third try reached 100% success for the class. (09/08/2010)</p>	<p>Use of Results : Credentialing success in the program continues to meet threshold. This will continue to be monitored by the program for accreditation purposes. Exam prep will continue in the program. (02/18/2014)</p> <hr/> <p>Use of Results : Much discussion was held with the students following implementation of this tool. Analysis by students and faculty was that the test was not taken seriously by the students and many other activities and needs at the programs end. We have implemented the ?On Course? format in freshmen classes to encourage the use of responsible behaviors in commitment to the program goals by students. Sophomore students who will be taking the secure exam in June, 2007 are begin required to show specific planning and ongoing preparation in a</p>

Program Outcomes	Assessment Methods	Summary of Data	Use of Results
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document submitted to faculty. This document is from the ?On Course? materials for self-management. Required exercises for personal responsibility, self-motivation, interdependence, and self-awareness have also been required. (09/08/2010)

Program completors - The student will demonstrate, in the laboratory and clinical setting, the correct procedures for basic Respiratory Therapy treatment modalities.

Start Date (Optional): 06/30/2015

End Date (Optional): 12/11/2015

Program completors - 2 - The student will demonstrate, in the laboratory and clinical setting, the correct procedures for advanced Respiratory Therapy procedures to include manual and mechanical ventilation.

Start Date (Optional): 06/30/2015

End Date (Optional): 12/11/2015

Other - Laboratory Practical Examination
Criteria for Success: 100% of the students will score 70% or higher at a Bag-Valve-Mask-Ventilation station on the first attempt.

Schedule: 15th week of RESD 51B

Summary of Data Collection Period: 2013-14
Summary of Data Type: Criterion Met
 100% of the students scored 70% or higher at the Bag-Valve-Mask Ventilation station of the first attempt. (02/18/2014)

Use of Results : This is a critical, life saving skill that all Respiratory Therapy graduates should be able to competently perform. This will continue to be monitored. Students have to perform a pre-competency assessment one on one with the course instructor. Since the program has adopted the pre-assessment, the success has been 100% on the first attempt. (02/18/2014)

Summary of Data Collection Period: 2010-11
Summary of Data Type: Criterion Met
 100% of the students did score 70% or higher at the Bag-Valve-Mask Ventilation station on the first attempt, however, approximately 20% of the students required remediation and a retake to achieve the passing score. (10/06/2010)

Use of Results : It was recommended that students do a pre-test with the instructor prior to the practical examination. Not all students followed this recommendation. Since this is a critical skill for the Respiratory Therapist, the program has decided to make the pre-test mandatory and change the assessment criteria to 100% of the students will score a 70% or

higher at the BVM station on the first attempt. (10/06/2010)

1. Assessment Plan - Four Column



Welding Certificate: Welder - Automotive Welding, Cutting and Modification - T0931

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent</p>			
<p>WELD Certificate T0931 - Students will be able to perform the required practical projects used in GMAW welding and cutting.</p>	<p>Other - Practical exam Criteria for Success: 80% of Program completers will successfully complete 70% of the practical exam components. Schedule: End of program</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 82% of students successfully completed 70% of the practical exam components. (01/28/2013)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess another program SLO (01/28/2013)</p>

1. Assessment Plan - Four Column



Welding Certificate: Welder - Gas Tungsten Arc Welding - T0932

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent</p>			
<p>WELD Cert T0932 - Program completers will solve problems as related to preparing materials prior to welding.</p>	<p>Course Embedded Test - Written exam Criteria for Success: 80% of Program completers will pass the examination with a grade of 70% or better. Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 85% of students passed the exam with a grade of 70% or better (01/28/2013)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess another Program SLO (01/28/2013)</p>

1. Assessment Plan - Four Column



Welding Certificate: Welder - Licensed - L0930

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing certificate will be employed or seeking employment in the field or a related field</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent</p>			
<p>WELD Certificate L0930 - Students will be able to identify print views, lines and dimensioning methods</p>	<p>Course Embedded Test - Written final exam Criteria for Success: 80% of Program completers will pass the examination with a grade of 70% or better. Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 95% of students passed the exam with a grade of 70% or better. (01/28/2013)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess another Program SLO (01/28/2013)</p>

1. Assessment Plan - Four Column



Welding Certificate: Welding - E0919

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing the certificate will be employed or seeking employment in the area of study or a related area</p>	<p>Survey - Graduate survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent</p>			
<p>Skills Certificate E0919 - Program completers will correctly answer 2 designated questions on welding process id</p>	<p>Course Embedded Test - Exam Criteria for Success: 80% of course completers will correctly answer 2 designated questions on welding process id Schedule: End of program</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Not Met 50% of students correctly answered 2 designated questions on welding process id (01/28/2013)</p>	<p>Use of Results : Program will add additional instructional material on identifying and differentiating between various welding processes and run assessment again. (01/28/2013)</p>

1. Assessment Plan - Four Column



Welding Certificate: Welding - Semiautomatic Arc Welding - T0933

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Employment - Students completing the certificate will be employed or seeking employment in the area of study or a related area</p>	<p>Survey - Graduate Survey Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		
<p>Technically competent - Students completing the certificate will be technically competent</p>			
<p>WELd Cert T0933 - Program completers will demonstrate safe operation of welding equipment.</p>	<p>Other - Practical Exam Criteria for Success: 100% of Program Completers will demonstrate safe operation of welding equipment Schedule: End of Program</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 100% of students demonstrated safe operation of welding equipment (01/28/2013)</p>	<p>Use of Results : Dept is pleased with results and will move on to assess another Program SLO (01/28/2013)</p>

1. Assessment Plan - Four Column



Welding Degree: AS - Welding - S0919

<i>Program Outcomes</i>	<i>Assessment Methods</i>	<i>Summary of Data</i>	<i>Use of Results</i>
<p>Structural Steel Exam - Program completers will be prepared to pass the Los Angeles City Structural Steel Exam</p>	<p>Course Embedded Test - Written exam that simulates the structural steel exam Criteria for Success: 70% of program completers will pass the simulated exam with a total score of 75% with no less than 71% in any subcategory. Criterion based on AWS D1.1 Structural Steel Code Book. Schedule: End of the semester</p>	<p>Summary of Data Collection Period: 2012-13 Summary of Data Type: Criterion Met 94% of course completers pass the simulated exam with total scores better than 75% and better than 71% in any subcategory. (09/30/2013)</p> <hr/> <p>Summary of Data Collection Period: 2009-10 Summary of Data Type: Criterion Not Met 25% of completers have successfully completed the practical exam for certification (08/25/2010)</p>	<p>Use of Results : We will continue to focus on preparing students for the three categories of the written exam. Now that we have implemented the practice of hosting the written exam on campus, we have access to accurate data regarding student success with the L.A. City Department of Building & Safety written exam. We will use those results to for future assessment. (09/30/2013)</p> <hr/> <p>Use of Results : Continue use of peer tutoring to strengthen student success. The practice of peer tutoring builds team work and interpersonal communication skills along with improving students' practical welding skills. (08/25/2010)</p>
<p>Employment - Program completers will be employed or seeking employment in their area or a related area</p>	<p>Survey - Graduate surveys Criteria for Success: 75% of students responding to survey will be employed or seeking employment in the field or a related field</p>		