

Closing the Loop							
Annual Assessment Reporting Form							
2013-14							
Grouping	Program SLO	Assessment Results	Response	Action Plan	Time Frame	Resources Requested	Expected outcomes
Automotive Technology	SLO numbers 1-13	Of the thirteen SLOs that were assessed 73% exceeded/met and 17% were approaching/not met.	2013-2014 represents the first full cycle of using ASE National Student Certification exams as our main assessment tool. The 73% of our students that either met/exceeded all SLOs represents 13% above the national mean based on latest "ASE Student Certification Interpretation Guide" that was available. The data represents a statistical analysis of all students that took the exams nationwide.	Individual instructors will compile data for each individual exam based on content area. Aggregated data will analyzed and adjustments will be made to instructional content and delivery to improve any areas of concern (see individual assessment results).	Will be reassessed in the spring 2015 ASE testing cycle.	None at this time.	The program goal is to continue to maintain a rate of 10-15% above the national ASE Student Certification Test average. The expected outcome will be based on the results of the 2015 ASE Student Certification Exams.
Carpentry and Building Trades	1-25,27	The percentage of students not meeting minimum outcome standards were between 0% - 20%. The SLO with 20% not meeting was from a small class, this amounted to 2 students. These particular student had previously been on academic probation. Students scoring minimally meeting, partially exceeding, or exceeding outcome appear to be of normal percentages. As several years of data are collected, evidence of anomalies will be easier to identify.	At this time, SLOs appear to be meeting expectations. In nearly all cases where there is a small percentage not meeting the outcome, a particular student or two can be identified as to the cause. This is often due to the student becoming a non-attender or illness. When analyzing the data closely and tracking the students who didn't meet expectations, it is evident in most cases why SLOs were not met. Therefore we feel that we are meeting expectations. We learned that we will need to modify our student learning objectives. We will be focusing on 20 SLOs and plan on rewording them and provide better scoring criteria to measure them.	We will be removing SLOs 1, 9, 19, and 21 We will be combining 3, 4, and 5 We will be rewording 2, 6, 7, 8, 10-18,20,22-25,27	SLO's 1-13 Fall 2014 SLO's 14-27 Fall 2015	None	By reworking our SLOs we feel that we will be in a better position to effectively assess our students success.
Computer-Aided Drafting and Design	SLOs 1-15	Projects/Lab Assignments 95% Exceeding 4% Approaching 1% Did not meet Tests/Exams/Quizzes (ADDA Certified Detailer Examination) 46% Exceed/Meet (75% grade or higher) 36% Approaching (70-74% grade) 18% Did not meet (69% grade or lower)	Outcomes for project assignments were generally successful. Those outliers resulted from students who chose not to complete all corrections to the assignments in a timely manner, or not to turn in an assignment at all. ADDA exam grades fell along the lines of those who chose to study the material at length prior to the exam, as well as those who reviewed their poorer performing sections on the practice exam, and those who did not.	Encourage student(s) to attend class (including arriving on time), as well as completing all assignments and associated corrections in a timely manner. Also encourage students to have their peers review project submissions prior to final submittal for grading. This will reduce the overall number of correction cycles each student will have to perform per project. These conditions better prepare the students for working under industry conditions of hard deadlines for projects and minimal time/maximum cost impact for corrections to designs. Upon review of the ADDA certification exam by faculty, it was determined that a majority of the questions being asked are outdated with regards to current program SLOs and the skills/knowledge required for entry level industrial positions. Based on this determination, the ADDA exam will no longer be administered as part of this program. Additionally, the student club has changed professional affiliation from the American Design Drafting Association (ADDA) to the Society of Manufacturing Engineers (SME), as the SME more closely aligns with the new direction the program is taking with the change from Computer Aided Design & Drafting (CADD) to Mechatronics Design.	Student behaviors based on the above actions will be monitored constantly through the coming academic year (2014-2015). Effective immediately the ADDA Certified Detailer examination will no longer be administered as part of this curriculum.	No additional resources are requested at this time.	Greater percentage of students meeting SLOs at this entry level will assure students are prepared to meet the demands of industry as well as succeeding in more advanced courses and their associated SLOs.
Construction Management	1. Construction Management SLO# 1-10 (SLO 3 has 2 sub SLO's, SLO 8 has 3 SLO's). (All program SLO's were assessed)	SLO 1: 22 students assessed, 95% met or exceeded standard, SLO 2: 18 students assessed, 78% met or exceeded standard, SLO 3 - part 1: 26 students assessed, 73% met or exceeded standard, SLO 3 - part 2: 26 students assessed, 94% met or exceeded standard, SLO 4: 10 students assessed, 100% met or exceeded standard, SLO 5: 10 students assessed, 100% met or exceeded standard, SLO 6: 40 students assessed, 94% met or exceeded standard, SLO 7: 40 students assessed, 95% met or exceeded standard, SLO 8 - part 1: 15 students assessed, 100% met or exceeded standard, SLO 8 - part 2: 13 students assessed, 92% met or exceeded standard, SLO 8 - part 3: 22 students assessed, 82% met or exceeded standard, SLO 9: 22 students assessed, 100% met or exceeded standard, SLO 10: 6 students assessed, 100% met or exceeded standard,	See Action Plan.	Action Items: SLO #1: In process of searching for qualified adjunct faculty for AECT 370. SLO #2: Change format from online to classroom based on student course reviews. SLO #3,1/2: Develop new course with concentration on sustainability to better target Construction Management Students. SLO#4/5: Course changed to senior level capstone course and make course available in both Fall and Spring semesters. SLO #6/7: Course changed to Junior level to precede internship based on student evaluations. SLO #8,2/3: Evaluating possibility of making AECT 460 and 480 electives based on ACCE accreditation requirements and advisory board and student assessment. SLO #9: Change course to full semester in lieu of session A to better track student progress towards obtaining internships. SLO #10: Improving data collection from interns through the use of online Dropbox.	Each action item to be addressed and updated in academic year 2014-2015.	1. Signification contact hours not currently covered with current faculty due to increased enrollment and additional courses required for accreditation and recommended by advisory board, forcing several adjunct searches (not permanent) to cover required courses signifying need at least 1 additional full time faculty. 2. As required by NAHB HELP Grant for Residential Construction Management concentration, staffing for two new upper level residential construction courses.	Each action item will hopefully be addressed to our satisfaction in the academic year 2014-2015.
Construction Technology	Construction Technology SLO # 1-15 (SLO 9 has 2 sub SLO's). (All program SLO's were assessed)	SLO 1: 38 students assessed, 95% met or exceeded standard, SLO 2: 40 students assessed, 58% met or exceeded standard, SLO 3: 43 students assessed, 80% met or exceeded standard, SLO 4: 41 students assessed, 71% met or exceeded standard, SLO 5: 39 students assessed, 66% met or exceeded standard, SLO 6: 26 students assessed, 73% met or exceeded standard, SLO 7: 35 students assessed, 68% met or exceeded standard, SLO 8: 43 students assessed, 84% met or exceeded standard, SLO 9 - part 1: 26 students assessed, 100% met or exceeded standard, SLO 9 - part 2: 26 students assessed, 96% met or exceeded standard, SLO 10: 24 students assessed, 88% met or exceeded standard, SLO 11: 26 students assessed, 100% met or exceeded standard, SLO 12: 22 students assessed, 91% met or exceeded standard, SLO 13: 27 students assessed, 92% met or exceeded standard, SLO 14: 30 students assessed, 80% met or exceeded standard, SLO 15: 23 students assessed, 96% met or exceeded standard	See Action Plan.	Action Items: SLO #1: Orientation: Target more guest speakers. Multiple faculty will lecture based on expertise. SLO #2: Construction Materials: Course will be hybrid on-line course due to lack of large classroom availability. SLO # 6: Will continue to emphasize study of basic units. Poor student outcomes in that discipline. SLO # 8: Const. Surveying: More emphasis on Civil 3d software. SLO # 11: Site Safety: Investigating replacing CNST 230 Site Safety with 30 hour OSHA certification course. SLO # 12: Estimating & Planning: Reference BT Report detailing ACCE requirement for upper level Estimating & Planning course. SLO # 13: Environmental Systems 1: Consider alternate time and location for lecture due to increased student numbers. Increase lab fee to allow for adequate materials and tools for hands-on electrical and mechanical labs.	Each Action Item to be addressed and updated in academic year 2014-2015.	See Action Item descriptions.	Each Action Item will hopefully addressed to our satisfaction in the academic year 2014-2015.

Electrical Construction and Instrumentation		SLO 1: 82% of students are meeting or exceeding the standard. SLO 9: 88% of students are meeting or exceeding the standard. SLO 11: 86% of students are meeting or exceeding the standard. SLO 12: 100% of students are meeting or exceeding the standard. SLO 13: 100% of students are meeting or exceeding the standard. SLO 15: 100% of students are meeting or exceeding the standard. SLO 16: 88% of students are meeting or exceeding the standard. SLO 17: 100% of students are meeting or exceeding the standard. SLO 18: 88% of students are meeting or exceeding the standard. SLO 19: 100% of students are meeting or exceeding the standard.		SLOs 11 and 16 are being tracked until the next assessment period.	Time frame for SLO 11 and 16 is 2 years or the next assessment period.		
	SLO 1, 9, 11, 12, 13, 15, 16, 17, 18, 19		Electrical Faculty is satisfied with the results and performance achieved from all SLOs	Electrical faculty does not feel any further action is required at this point.	No other time frames for modification is required at this time.	No resources are requested at this time.	Expected outcomes have been achieved at this time.
Golf & Plant Sciences	SLO 1-16	In many of the areas, students are performing very well. Most notably, our students perform very well in very technical or hands-on classes and exercises and remedial agronomic classes. The general areas where students are performing poorly is in areas of critical thinking, in subjects or exercises requiring articulating theoretical concepts, and in the ability to retain concepts carried over from one semester or year to the next. Many of our students choose this college because of the high percentage of classes that are applied or "hands on" and have a general aptitude for this type of learning. Students need to also be capable of learning through traditional methods and the curriculum needs to keep pace with other universities across the country, not watering down or eliminating exercises that are too difficult for our population. Although this assessment era has been helpful in articulating standards, it would be beneficial to have a recognized curriculum or national board exam for student have to complete. Without such a certification examination, we are to assume that our subjects and methodologies are adequate as long as students are gaining employment. It might be worthwhile having some sort of annual general testing to score our students on. However, without any sort of requirements/penalties associated with a satisfactory test score, it would not be taken seriously.	I learned that specific changes need to be made to increase the understanding of specific subjects (such as increasing time devoted to a subject, or changing the sequence or adding a lab). More importantly, I believe that this process has been a great reflective period at the end of each semester. I think that more serious changes need to be made to increase our students ability to effectively communicate, both written and orally. I think our institution trails other institutions in this area. This is a large issue that will be difficult to change, and I am not sure that I have any solutions. Also, this requires all of the faculty members in an area to be on the same page. This is next to impossible, given the different styles of teaching, personalities, and subjects taught.	We have extensively reworked the curriculum in both the AAS and BBA degrees. If anything, we have streamlined the curriculum to benefit the student. This can be seen in both reduction of credits and redundant classes. We need to give the new curriculum some time before we can draw conclusions on its effectiveness and its connection to the Assessment data. However, adding a new faculty member or changing the roles of existing faculty and staff (ISAs) could be a welcome change that could have major benefits from both a student success and recruitment standpoint.	No set time frame at this point	We need another dedicated Turf faculty member that can serve as an expert in the area of Athletic Field Management OR change the existing faculty and staff's job responsibilities. Having another dedicated faculty member would allow for increased civic engagement (more practicums and experiential learning on the College Golf Course), better advisement, improved student/faculty relations, and allow for faculty to spend time outside of the classroom recruiting talented and highly motivated students.	With these changes, I would expect nothing less than having the top Turf Management programs in the country.
Horticulture	Horticulture Program SLO's Assessed for Spring 2014: #1 through 18	First semester freshman courses have less student success as compared to subsequent semesters Results indicate about 25% students acquiring Not meeting standards OR Approaches the standards Students who are not successful in subsequent semesters tend to be those who have lost an interest in the curriculum or have extenuating circumstances which do not allow them to succeed Student success based on employment and future success in the field appears to be high based on alumni data and employment directly upon graduation After the first semester remaining students perform better with only 5% not meeting the standards. Adjustments are being made to courses that have a higher percent of not meeting the standards. We continue, each semester, to ask ourselves how our courses could be improved and how, if necessary, the SLO's might be tweaked. Changes to this Program and to the Landscape Design & Mgt Program have removed requirements for business and safety and first aid so those SLO, particularly #18, have less relevance. We are determining how they might be assessed in other still required courses.	To address the results from above: Freshman need to be monitored more closely or provided with additional communication to assist them in being successful in classes This, of course, presumes that the SLO assessment is properly fulfilling its role. So we have an ongoing evaluation process where we address these concerns.	To assist freshman be successful the following is offered: Additional time spent in Orientation Class to students individually regarding their performance in classes at regular time periods, i.e. every 3 weeks Encourage all students to sign up for tutoring for the more troublesome courses, i.e. Woody Plant Identification Provide example quizzes or homework assignments as study guides, on-line or in classroom activities	Work on improvements will be designed for the 2014-2015 college year, assessed and then revised for 2015-2016 college year for assessment at that time.	Resnick Learning Center workshops on note taking and test taking skills.	A greater than 75% of the freshman population meeting or exceeding the standards set by our first semester freshmen courses.
	Using herbaceous ornamentals in the landscape	100% of students 85% or better meeting or exceeding standard		Satisfied with results, but may need to increase difficulty of expectations.		None	
	Horticulture Internship	67% of students exceeded 85% standard. 33% of students met expectations 75%		No changes planned		None	
Landscape Design and Management	Landscape Design & Management SLO's Assessed for Spring 2014: #1 thru 18	First semester freshman courses have less student success as compared to subsequent semesters Results indicate many students acquiring Not meeting standards OR Approaches the standards Students who are not successful in subsequent semesters tend to be those who have lost an interest in the curriculum or have extenuating circumstances which do not allow them to succeed Student success based on employment and future success in the field appears to be high based on alumni data and employment directly upon graduation	Freshman need to be monitored more closely or provided with additional communication to assist them in being successful in classes	To assist freshman be successful the following is offered: Additional time spent in Orientation Class to students individually regarding their performance in classes at regular time periods, i.e. every 3 weeks Encourage all students to sign up for tutoring for the more troublesome courses, i.e. Woody Plant Identification Provide example quizzes or homework assignments as study guides, on-line or in classroom activities	Work on improvements will be designed for the 2014-2015 college year, assessed and then revised for 2015-2016 college year for assessment at that time.	Resnick Learning Center workshops on note taking and test taking skills.	A greater than 70% of the freshman population meeting or exceeding the standards set by our first semester freshmen courses.
HVAC	14 Demonstrate an understanding of the equipment and specific topics associated with commercial refrigeration systems. 15 Demonstrate knowledge of air-conditioning principles and air-conditioning systems including: room air conditioners, air-conditioning systems, heat pumps, low-voltage thermostats, and hydronics. 17 Demonstrate hands-on skills in the installation and servicing of a wide variety of air-conditioning and commercial refrigeration equipment and systems in a safe manner.	At least 80% of students are meeting or exceeding the standards.	We want to eliminate #10 of the standard because we don't teach First Aid. We want to eliminate #16 & #18 because these are covered in other classes. The remaining outcomes and criteria are still valid, and we did meet our achievement targets. We wanted 75% of students to meet or exceed standards, but 80% met or exceeded.	None.	Not applicable.	Ice cuber.	No new ones to track.

Natural Resource Recreation and Sports	<p>NRRS Core 1: Demonstrate knowledge of the philosophy, history, scope, and significance of leisure profession</p> <p>NRRS Core 2: Identify the academic and career opportunities available in the leisure services profession, and have a working knowledge of how to access these opportunities.</p> <p>NRRS Core 3: Illustrate application of critical thinking.</p> <p>NRRS Core 5: Demonstrate proper safety, judgment, and decision making in regard to potential and actual emergencies.</p>	<p>Methods: These SLO's are all acore component across all four of the NRRS program options. They are measured primarily through presentation and lesson planning/ instructional grades. Also, a field internship consisting of a minimum of 100 hours of practical experience is utilized as well to judge career preparedness.</p> <p>Results: After reviewing the data from the previous year, it is obvious that the students who are not meeting or exceeding the standard are struggling due to insufficient preparation outside of the classroom. Most instructors found that results were skewed downward by students who failed to complete important lesson/ presentation plans or did not perform enough research to complete them successfully. Student preparation is lacking across the program as more students continue to enter the program ill equipped for the rigors of college study and lack the work ethic/ effort to improve their basic skills. Therefore, despite continuedinstructional focus on basic college preparation, students still struggle to perform the proper outside class work required to be successful in presentations and lessons. This lack of effort on the students partis hurting career readiness and the experiential learning opportunities that are provided to them in class. Despite increased instructor offers of assistance and instructor provided examplesand review materials via Vancko Hall, students are still failing to utilize such assets outside of class time.</p>	<p>Much of this response should be referred back to the Assessment Results previously discussed. It is apparent that students who are not meeting or exceeding the standard fail to do so as a result of poor time management and review/ preparationoutside of the classroom. Increased use of Vancko Hall for posting review and preparation materials, appears to work well for the students who utilize its services. However, students not using the material posted or using it inadequately, continue to be below the standard. The same can be said forthe utilization ofinstructors for additional help during office hours.</p>	<p>To improve student performance on presentations and lessons, it is advised that instructors will require multiple drafts ofpresentation materials/ lesson plans to be handed in to the instructor at least one week prior to the students scheduled presentation. Students will be required to meet with the instructor during office hours one week prior to their assigned presentation/ lesson time as part of their grade. During the duration of the week prior to the presenation/ lesson, instructors will be able to review and help the students improve their material. Ultimately, the goal is improved student preparation outside of class as well as a more thoughtful design and implementation of students lessons, thus improving the experiential learning experience.</p> <p>To further improve the students work, they will also be required to complete a self evaluation of their preparation work and actual presenation performance. Hopefully, this reflection will help them see the importance of research, review, and preparedness not only for the class, but its broader application in their future career.</p>	<p>This new method of improving student work ethic and presenation preparedness will be put into place during the Fall 2014 semester. Review of the data should be completed prior to the beginning of the Spring 2015 semester to allow for adjustments and modifications to the plan before Spring semesterclasses.</p>	<p>Continued use of Vancko Hall (Moodle) for dissemination of information, assignments, and quizzes is necessary.</p>	<p>Improved contact time with instructors outside of class as well as increased preparation requirements should improve student performance on presentations and lesson instruction. Students will see the value of these new requirements and will carry the practices they have learned fromthem into high educational aspirations and career paths.</p>
	<p>Welding Technology</p> <p>Work with all types of welding equipment according to prescribed safety standards.</p>	<p>WELD 115:79% exceeded,9% meeting, 0% approaching, 12% not meeting WELD125: 79% exceeding, 9% meeting, 0% approaching, 12% not meeting WELD225: 72% exceeding, 14% meeting, 14% approaching, 0% not meeting</p>	<p>The majority of the students have exceeded or met the SLO. The 12% from Weld 115,125 that did not meet expectationswere due to one student changing major, and four being dismissed.</p>	<p>No action at this time.</p>	<p>N.A.</p>		
	<p>1. Work With All Types of Welding Equipment to prescribed safety standards. 2. Operate and Troubleshoot Different Weld Processes. 3. Qualify for Certification according to AWS standards. 6. Read, Construct, and Correctly Interpret Basic and Advanced Welding Fabrication Blueprints</p> <p>Qualify for certification by the American Welding Society, N.Y.S. Dept. of Transportation, and A.S.M.E. codes through knowledge of all-position welding of ferrous and non- ferrous metals using all major processes.</p>	<p>SLO #1 WELD 165 62% Exceeded, 38% Meeting, 0% Approaching, 0% Not Meeting WELD 155 62% Exceeded, 19% Meeting, 19% Approaching, 0% Not Meeting</p> <p>SLO #2 WELD 165 52% Exceeding, 28% Meeting, 20% Approaching, 0% Not Meeting WELD 155 52% Exceeding, 34% Meeting, 14% Approaching, 0% Not Meeting</p> <p>SLO #3 WELD 265 64% Exceeded, 22% Meeting, 14% Approaching, 0% Not Meeting WELD 295 72% Exceeded, 7% Meeting, 7% Approaching, 14% Not Meeting WELD 170 33% Exceeded, 57% Meeting, 9% Approaching, 0% Not Meeting</p> <p>SLO#6 WELD275 71% exceeding, 29% meeting, 0% approaching, 0% not meeting WELD145 43% exceeding, 33% meeting, 24% approaching, 0% not meeting WELD191 29% exceeding, 52% meeting,27% approaching, 0% not meeting</p>	<p>All in all, the program SLO's continues to exceed or meet the expected outcomes. Only a small percentage are approaching ornot meeting.SLO #1,#3, and #6 are on target. SLO#2 outcome was a little less than expected.</p>	<p>The focus will be on improving outcomes for SLO#2. Introduce more workplace equipment problems into the lab sections. Also improve on weekly quizzes in weld 165/155 lectures.</p>	<p>Spring 2015</p>	<p>N/A</p>	<p>Increase the retention rate of our students with troubleshooting welding equipment.</p>
	<p>Understand the manufacturing processes for the production of steel, stainless steel, and aluminum.</p>	<p>WELD 130:28% exceeded, 38% meeting, 14% approaching, 20% not meeting</p>	<p>Approximately 70%of the classhas exceeded and/or met the desired program outcomes.The results indicatethe majority of thestudents have met the targets.</p>	<p>No action is needed at this time. Students will attend workshops at the learning center to help them develop good study habits and test preparation.</p>			<p>This will benefit the program by making it easier for me to assess and document course objectives.</p>
	<p>Exhibit basic understanding of metallurgy</p>	<p>WELD 130: Exceeding 24%, Meeting 36%, Approaching 16%, Not Meeting 24%</p>	<p>The majority of students are meetingand exceeding the standards (82%), and the balance are approaching the standard.</p>	<p>Develop rubrics to refine assesment process.</p>	<p>Complete for fall 2013.</p>	<p>none</p>	<p>Maintain the current success rate</p>
		<p>WELD 235 71% exceeding, 29% meeting, 0% approaching, 0% not meeting WELD140 44% exceeding, 52% meeting, 0% approaching, 4% not meeting</p>	<p>A majority of the student in bothclasseshave met and/or exceeded the course SLO's.</p>	<p>None at this time</p>	<p>N/A</p>	<p>None</p>	
	<p>Prepare Financial Statements and maintain accounting records Demonstrate in-depth knowledge of the different types of accounts (assets, liabilities, equities, revenues and expense) and be able to compare proprietorship, partnership, and corporation accounting procedures Demonstrate in-depth knowledge of the different types of accounts (assets, liabilities, equities, revenues and expense) and be able to compare proprietorship, partnership, and corporation accounting procedures Students will Produce Coherent Texts Students will develop proficiency with oral discourse Demonstrate familiarity with the law and legal systems in the United States, particularly the law of contracts and the law of agency. Display a fundamental understanding of computers, and computer information systems and be familiar with common computer applications such as word processing, spreadsheets, database management, and computerized accounting software.</p>	<p>Program SLO: Prepare Finanacial Statements and maintain accounting records. Course SLO: Stuentns will prepare a cash flow statement in proper format. Courses surveyed: ACCT 125 (Managerial Accounting). 81 students assessed and 90% meet or exceed the standard. No action necessary. Program SLO: Demonstrate in-depth knowledge of the different types of accounts (assets, liabilities, equities, revenues and expense) and be able to compare proprietorship, partnership, and corporation accounting procedures. Course SLO: Student will prepare entries to record transactions relating to a corporation. Courses surveyed: ACCT 125 (Managerial Accounting) and AACT 220 (Intermediate Accounting). 119 students assessed and 61% met or exceeded the standard. Program SLO: Demonstrate in-depth knowledge of the different types of accounts (assets, liabilities, equities, revenues and expense) and be able to compare proprietorship, partnership, and corporation accounting procedures Course SLO: Students will prepare entries to record transactions relating to long term liabilities. ourses surveyed: ACCT 125 (Managerial Accounting) and AACT 220 (Intermediate Accounting). 132 students assessed and 68% met or exceeded the standard.</p>		<p>ACCT125 – will increase variety of homework problems ACCT220 – first assessment, need more</p>	<p>1 – 3 years: 1 year for action; 3 years for next assessment</p>		

Accounting - Information Systems Auditing	Program Outcome 1.Student will demonstrate proficiency in the major content areas of the Certified Information Systems Auditor Exam. 2.Demonstrate proficiency in technical accounting concepts and practices including the preparation and analysis of financial statements. 3.Demonstrate in-depth knowledge of the different types of accounts (assets, liabilities, equities, revenues and expense) and be able to compare proprietorship, partnership, and corporation accounting procedures 4. Exhibit a thorough knowledge of management theory, concept, and practice, with particular application to IT. 5.Demonstrate specific knowledge of IT-related areas, including: computer concepts, application software, database systems, networks, and telecommunications. 6.Demonstrate knowledge ofIS development, operations, organizational considerations, and project management techniques. 11.Students will Produce Coherent Texts 11.Students will develop proficiency with oral discourse	Program SLO 1: 106 students assessed, 82% met or exceeded standard; Program SLO 2: 225 students assessed, 72% met or exceeded standard; Program SLO 3: 132 students assessed, 68% met or exceeded standard; Program SLO 4: 43 students assessed, 78% met or exceeded standard, Program SLO 5: 25 students assessed, 80% met or exceeded standard; Program SLO 6: 74 students assessed, 72% met or exceeded standard, Program SLO 11: 254 students assessed, 88% met or exceeded standard	Program SLO 1: 82% met or exceeded standard, on track. Program SLO 2: 90% met or exceeded standard, on track. Program SLO 3: Did not meet target. Program SLO 4: 78% met or exceeded standard, on track. Program SLO 6: For CITA 405 assessment, on track. For CITA 325 assessment, this was first assessment in small sample (25) so need more data. SLO 11: 88% met or exceeded, on track.	SLO 2: ACCT220 – first assessment, need more data; ACT 125: will increase variety of HW problems; CITA 120: provide more opportunities for different uses of the vocabulary. Students seemed to get a lot out of using games, manipulables and crosswords/word finds. SLO 6: CITA 325: first assessment, need more data	SLOs 2 & 3: 1 year for action, 3 years for next assessment; SLO 6: 3 years for next assessment	None	Raise overall percentage to meet standards
Business & Technology Management	1.0 Evaluate the challenge and major concerns of information technology, with an emphasis on the strategic relationship between business and IT. 2.0 Evaluate information technology from business, managerial, and technical perspectives 4.0 Interpret technology related business problems and employ problem solving skills to create solutions 6.0 Analyze information related to business areas including, but not limited to: financial management, business law, and management. 7.0 Explain business principles and how they apply to practical business applications 11.0 Identify how globalization and rapid changes in technology effect the business environment 12.0 Demonstrate responsible, resourceful, ethical behavior.	An adjustment was made in the Spring 2014 course versus the Fall 2013 course that included the change of two major assignments - the final research project and a research paper. The change in the research project included a prospectus (submitted in the third week) that included a framework of analysis to be used for the final project allowing the student to work on it throughout the semester. This change led to improvement in the assessment results of those SLOs assessed using the research project. The goals for the students included: Through examinations, case studies, presentations, and discussions students will demonstrate: 1) Demonstrate knowledge of the strategic planning process, including the strategic initiatives, required leadership skills, the concepts and techniques used to craft and execute strategy. 2) Explain the elements of the internal and external forces that enable (and/or constrain) strategic action. 3) Demonstrate an understanding of the strategies employed at the corporate, business-unit, and functional level. 4) Interpret and apply the concept of use of analytical and quantitative tools required for effective strategic analysis. 5) Demonstrate and articulate proficiency in communicating strategic principles and analysis. The results of the SLOs based on the aggregate results from the past year demonstrate and improvement in individuals meeting the standards in each of these goals.	The final project encompassed all of the SLO's and goals that were set for the students. Each discussion forum and activity focused on the SLO and goal having the student research further and apply it to their company and strategic issue that they chose for study. By allowing the student to identify a strategic issue and company on their own - this improved the overall assessment and analysis they did. Achievement targets were met - the goals was to improve the percentage of those that met the standard. Plans for improvement are to continue to strengthen the grading rubrics to assist in overall grading and assessment. The time frame will take place in the Fall 2014 course. The measurement will occur at the end of the Fall 2014 semester. I am responsible for making sure the action plan is carried out. The resources needed are to use the current grading rubrics and to break down each of the assignment requirements further into more specific areas with grading scales for each - making it very clear to the students what is considered Outstanding, Excellent, Good, Needs Improvement, and Unacceptable (not meeting the standard). The effectiveness will be measured through the weekly discussion forums and large projects that are assigned. The percentage of students meeting the standard will be minimally 95%.	Action Plan includes rebuilding the current grading rubrics for the large assignment and final project. The rubrics will be specific and measurable making it very clear to the students what is expected and what the grading scale will be for each item. The scale will clearly communicate: Outstanding Excellent Good Needs Improvement Does not meet standard	The new grading rubrics will be implemented in the BUSI 310 Fall 2014 course (on-line)	Resources will include the use of the current grading rubrics and modifying it based on more specific criteria.	The expected outcome is to improved the percentage of students who meet the standard in all SLO's to minimally 90%.
Business Admin - AAS	2. Demonstrate in-depth knowledge of the different types of accounts (assets, liabilities, equities, revenues, and expenses) and be able to compare proprietorship, partnership, and corporation accounting procedures. 3. Generalize and discriminate among current American business practices, including production marketing, finance, and human resource management 4. Demonstrate fundamental problem solving skills related to finance and business 6. Demonstrate familiarity with the organization and operation of American banking and financial institutions, sources of funds, the practical aspects of money, and short- and long-term credit for businesses.	Assessment results - % that meets or exceeds standard 2.0 BUSI 220 Sp 14 89% 3.0 BUSI 200 Sp 14 70% 3.2 BUSI 200 001-002 Sp 14 66% 4.0 BUSI 220 Sp 14 89% 6.0 BUSI 200 001-002 Sp 14 66% 6.0 BUSI 200 001/002 Sp 14 85% 6.0 BUSI 220 Sp 14 82% 6.0 BUSI 220 Fall 13 47% 9.0 BUSI 200 001/002 Sp 14 71%	Assessment results - % that meets or exceeds standard 2.0 BUSI 220 Meets standard 3.0 BUSI 200 Meets standard 3.2 BUSI 200 001-002 Sp 14 Need to create a rubric 4.0 BUSI 220 Meets standard 6.0 BUSI 200 001-002 Need to create a rubric 6.0 BUSI 200 001/002 Meets standard 6.0 BUSI 220 Meets standard 6.0 BUSI 220 Need ways to further engage students 9.0 BUSI 200 001/002 Meets standard	Creation of a rubric, additional problems and weekly requirements	One year	None	Bring students up to meeting the standard
Business Admin - AS	2. Demonstrate in-depth knowledge of the different types of accounts: assets, liabilities, equities, revenues, and expenses. 4. Demonstrate familiarity with the organization and operation of American banking and financial institutions, sources of funds, the practical aspects of money, and short- and long-term credit for business.	SLO 2: 89% met or exceed standard; SLO 4: 85% met or exceed standard	SLO 2 and 4: No action necessary but plans for future	BUSI 220: Additional Practical Content and Manipulative will be introduced. BUSI 200:Develop Case scenario to confirm program learning outcomes in application.	1 year for each action plan - Sloman responsible for BUSI 220, Gulotty responsible for BUSI 200	None	BUSI 220: Raise Overall % exceeding, standard , migrate a not meeting to approaching. BUSI 200: Reduce Not meeting Standards, migrate approaching.

Business and Professional Golf Management	<p>1. Discuss the scope of the golf course management industry</p> <p>4. understand the importance of a pre-lesson interview and how to effectively conduct one</p> <p>4. define laws of ball flight, pre and in-swing principles, and player preferences and identify the relationships between them</p> <p>4. Identify and understand the golf instruction terminology in the PGA Teaching Manual: The Art and Science of Golf Instruction</p> <p>5. Exhibit knowledge of traditional management theory, leadership, and management roles; organizational structure and change; quality service and function; decision-making; and ethics</p> <p>5. Students will demonstrate how to develop a staff training guide including job safety, customer service, daily job procedures, and specific task procedures. These modules will be included in the employee training handbook</p> <p>6. Exhibit knowledge of computer applications as it relates to merchandise inventory, budgets, lessons, tournament set-ups, tee times, and written communications.</p> <p>13. Develop a working knowledge of business operations to include: an understanding of the</p>	<p>80% - 100 % of students met or exceeded the standard for all SLO's except #4 (understand the importance of pre-lesson interview and how to effectively conduct one) where only 30% met or exceeded the sample and for SLO #5 (develop staff training guide) where 74% met or exceeded the standard. In all cases, samples were small, ranging from 9 to 27 students.</p>	<p>GMBA 306: Those that failed to meet the standard missed a majority of the questions relating to federal and voluntary benefits.</p> <p>PGMB 225: Overall the class did not seem to take the project too seriously, were ill-prepared and seemed reluctant in front of the class.</p> <p>PGMB 225: Students not meeting the standard simply did not read the assigned chapter.</p> <p>GBMA 306: Those that failed to meet the standard failed to include the appropriate information and follow the required format.</p> <p>GMBA 306: Those that failed to meet the standard failed to include enough training modules in the employee hand book.</p> <p>GMBA 306: The students that did not meet the standard primarily failed to turn in the necessary information.</p> <p>PGMB 170,230: None needed</p> <p>PGMB 170: Students were required to participate in a minimum of 5 game improvement clinics and three PGM tournaments during the semester. Participation beyond that was encouraged giving extra credit. A total of 30 game improvement clinics were offered at various times during the semester. Fifteen tournaments were conducted, allowing students plenty of opportunities to participate. Additionally, varsity men's and women's golf matches, and NCCGA matches counted as participation points</p>	<p>GMBA 306: It will be important for the instructor to review the topic of federal and voluntary benefits more thoroughly before future exams. This will also help those that are meeting the standard and wish to exceed the standard</p> <p>PGMB 225: Overall the class did not seem to take the project too seriously, were ill-prepared and seemed reluctant in front of the class. The instructor needs to give an example by conducting his own interview in advance, and developing a more stringent rubric.</p> <p>PGMB 225: For those that are just meeting the standard, the instructor must reiterate the importance of following the directives, especially as they relate to the anatomy or chronology of a lesson. The one student who exceeded the standard took diligent notes during class; instructor will strongly encourage note-taking</p> <p>PGMB 225: The instructor needs to stress the importance of standard golf terminology, and possibly review the material before the quiz.</p> <p>GBMA 306: Those that failed to meet the standard failed to include the appropriate information and follow the required format. The instructor should review the grading rubric to help the student understand the importance of including all of the required content and follow the appropriate format employee handbook project, so that they can meet the or exceed expectations of the assignment</p> <p>GMBA 306: The instructor should review the grading rubric to help the student understand the importance of including all of the training modules with the employee handbook project. Those that wish to exceed the standard must be reminded that all of the training modules should be included in the handbook and follow the assigned format.</p> <p>GMBA 306: The instructor must continue to reiterate the importance of completing the assignments. For those that are almost exceeding the standard the instructor will emphasize the importance of the following the format better and including all of the required content.</p> <p>PGMB 200: Student committees were formed and required to create and sell a new event to the GM. All aspects of tournament administration from budgeting to special prizes were to be considered. Sub-committees and specific roles were assigned within each committee.</p>	One year	None	Improve the percentage meeting or exceeding the standard
		<p>Students who failed to meet the learning objectives: failed to complete the assignment failed to complete the assignment in a timely manner</p> <p>Students who are meeting the standards, but not exceeding: must follow the grading rubric more carefully must include all the required content must follow the appropriate format that was given for the assignment</p>		<p>The instructor must reiterate the importance of completing the assignments and completing the assignments in a timely manner.</p> <p>The instructor must also emphasize the importance of following the format of the assignment more closely and including all required content.</p> <p>Instructor must be more thorough during the review process for exams, especially as it relates to the questions related to the course learning objectives.</p>	End of Fall Semester 2014		<p>A greater percentage of students should exceed performance standards.</p> <p>A smaller percentage of students will fail to meet performance standards.</p>
Computer Information Systems	<p>1. Distinguish and apply the terminology and concepts associated with computer systems hardware and software.</p> <p>3. Demonstrate problem solving skills using a programming language through writing, testing, and debugging programs.</p> <p>7. Demonstrate understanding of the principles of business organization, scientific management, decision making, business forecasting, and economic analysis.</p>	<p>SLO 1: 50 students assessed, 80% meeting or exceeding standard; SLO 3: 20 students assessed, 58% meeting or exceeding standard, SLO 7: 149 students assessed, 78% meeting or exceeding standard</p>	<p>Response</p> <p>SLO No. 1 - No Actions Necessary</p> <p>SLO No. 3: For CITA 240, several changes to the course should be made.</p> <p>SLO No. 7 - No Actions Necessary</p>	<p>To address SLO 3, focus on course changes in CITA 240 including: (1) use additional quizzes early in the course to help raise the lowest quartile, (2) additional preparation for arrays bt adding an assignment to introduce the topic, (3) improve testing of basic concepts early in course to allow time for extended coverage of and practice with object-oriented techniques, focus on algorithm development with specific assignments, (4) introduce object-oriented concepts earlier in the course, (5) review test content to ensure sufficient preparation, and (6) shorten the project time fram to provide more time for object-oriented focus, (7) require teams of two for project, (8) work project into the overall course with more time for project deliverables because results were skewed due to two projects not seriously attempted.</p>	One year	None	Raise overall% to meeting the standard
Information Technology Management	<p>managerial, and technical perspectives.</p> <p>3: Demonstrate proficiency and problem solving skills through the use of computers and computational techniques.</p> <p>4: Interpret technology related business problems and employ problem solving skills to create solutions.</p> <p>5.0: Relate management theory, concept, and practice to the implementation of information technology.</p> <p>6: Analyze information related to business areas including, but not limited to: financial management, business law, and management.</p> <p>8.0: Demonstrate specific knowledge of IT related areas, including: computer concepts, applications software, database systems, software development, networks and telecommunications, and enterprise technologies.</p> <p>9.0: Illustrate knowledge of information systems development, operations, organizational considerations, and project management techniques.</p> <p>10: Identify the major components of IT infrastructure, including: networks and telecommunications, electronic commerce, the Internet, client-server technology, and new/emerging technologies and their uses.</p> <p>11: Recognize IT issues, including: system security, business continuity/disaster recovery, privacy, intellectual property, and related ethical concerns.</p> <p>12: Produce research on a topic, develop an argument, and organize supporting details into oral and written communication.</p>	<p>Aggregated results for the various SLOs were remarkably consistent.</p> <p>The percent meeting or exceeding the standard were tightly centered on 80%.</p> <p>(Data from Reed: CITA 120, 325; Shoemaker: CITA 120; Smith: CITA 330, 405.)</p>	<p>Review program objectives and course interrelationships in this evolving area</p>	<p>Review program objectives and course interrelationships in this evolving area.</p> <p>As the outcomes were certainly acceptable, major changes are few. One area of concern is the student composition in CITA 405, Project Management, as it draws significantly from other programs.</p>	One year	None at this point, future may bring the need for additional instructors	Measurement will be improved as the process matures and better data accumulates
Marketing	<p>2. Demonstrate in-depth knowledge of the different types of accounts (assets, liabilities, equities, revenues, and expenses) and be able to compare proprietorship, partnership, and corporation accounting procedures</p> <p>4. Demonstrate fundamental problem-solving skills related to finance and business.</p> <p>6. Demonstrate familiarity with the organization and operation of American banking and financial institutions, sources of funds, the practical aspects of money, and short- and long-term credit for business.</p>	<p>SLO 2: 18 students assessed, 89% met or exceeded standard; SLO 4: 18 students assessed, 89% met or exceeded standard; SLO 6: 81 students assessed, 76% met or exceeded standard;</p>	<p>SLO No. 2 - No Actions Necessary- Next time practical content and tangible manipulatives will be introduced.</p> <p>SLO No. 4: No Actions Necessary- Next time practical content and tangible manipulatives will be introduced.</p> <p>SLO No. 6.0 : No Actions Necessary</p>	<p>For BUSI 220: additional practical content and manipulatives will be introduced; For BUSI 200: develop case scenario to confirm program learning outcomes in application</p>	One year	None	<p>BUSI 220: Raise Overall % exceeding, standard , migrate a not meeting to approaching.</p> <p>BUSI 200: Reduce Not meeting Standards, migrate approaching.</p>

Veterinary Science Technology	SLOs 2, 3, 6, 7, 8, 9, 11, 13	Assessment numbers on most SLO's remain very close to the results from the previous year. As a Department, we have discussed several areas of concern. 1. In the Surgical Nursing and Anesthesia course the two tasks - Canine Cephalic Catheter and Surgical Prep - were not able to be completed, in the fall 2013 semester, by every student due to large groups of 4 students. 2. There was some difficulty deciding how to assess student's completion of a radiograph in the Diagnostic Imaging course. 3. Student retention of Medical Math skills after completion of the Medical Math course has been a concern for the VST Department.	1. In the Surgical Nursing and Anesthesia course, groups were reduced to no more than 3 students and this has allowed every student the opportunity to complete these two tasks for assessment. 2. Students in the Diagnostic Imaging course, in small groups of 2-3 students, will perform a radiograph during the final practical exam. The most important aspect of this assessment is that student's are able to correctly set-up for and take a radiograph and not which view they are assigned. 3. Students are currently given a Medical Math assessment test during their second semester in the beginning of the RATS course and again when they are register for the Surgical Nursing and Anesthesia course. Results from these assessment tests are and will continue to be reviewed by the Department.	1. Reduce the number of students per group, from 4 to 3, in the Surgical Nursing and Anesthesia course. 2. Change the requirement of one specific radiographic view to multiple view options as long as each student is able to be assessed for this task. 3. Continue to assess groups of students for necessary Medical Math skills throughout the program. The VST Department is also piloting a self-paced online Medical Math course during the fall 2014 semester. 4. Continue to support faculty/staff and peer mentoring of program students. Continue to select the best possible peer mentors each year. 5. Assess employer reaction to graduates who have completed the additional Dentistry and Nutrition courses. 6. Monitor and assess changes to our Preceptorship course. Preceptorship faculty discussed with sites a list of assessment questions during the 2014 summer semester. This data will be compiled and assessed by the Department. As well, the Department will continue to plan for improved/updated facilities so that we can offer real-life clinical experiences for our students. Hire a preceptorship coordinator. 7. The VST Department has changed the requirement for Public Speaking COMM 100 to Business Communication BUSI 120. We will need to determine a way to assess if this change improves student communication skills. We will continue to improve communication between students and staff. 8. Continue to make contacts with professionals in our field and continue to create opportunities for our students to interact face-to-face with them. Request the most current technical equipment for students to work with and host speakers from the manufacturers of that equipment. Continue to find ways to support the participation of instructors at continuing education conferences. 9. The VST Department currently surveys graduates, employers, preceptorship sites and students. We will continue to complete those surveys and assess those responses. 10. All graduating students will be completing a Veterinary Technician National Exam review course during the Veterinary Clinical Management course in the spring 2015 11. Service Learning is a priority for the VST Department. We will continue to search for opportunities in this area.	We will look at changes to individual course assessment procedures during the January 2015 college break, during Assessment Day activities, i.e. Surgical Nursing and Diagnostic Imaging tasks. We will see the results of the mandatory review for the VTNE after students complete the exam during the late spring and summer exam time frame. Survey of preceptorship site experiences, both student and site, will take place during fall 2014 semester. We will assess employer reaction to the addition of the new Dentistry and Nutrition courses during the spring 2016 semester. A updated/new facility for the Veterinary Science Technology program must be completed as soon as possible. During the January semester break 2015, we will assess the results of the Medical Math pilot course.	Instructional support staff member/Preceptorship Coordinator hired as soon as possible. New technology equipment as needed. Replacement equipment as needed. New/updated facility as soon as possible.	1. The reduction from 4 to 3 students per group in Surgical Nursing and Anesthesia will allow more opportunities for students to practice and then complete the assessments for canine cephalic catheter and surgical preparation. 2. The change in Diagnostic Imaging from one specific radiographic view to multiple views will allow all students the opportunity to be assessed for this task. 3. Assessment of Medical Math skills both in the course and throughout the entire program will lead to discussions about changes that should improve their retention of this very important skill. We will update deliver system of the Medical Math course based on results of the pilot course. 4. Students will be better prepared in the areas of Dentistry and Nutrition. 5. Students will have learned skills from their preceptorship experience that will allow them to be more successful in the second-year VST program courses and have greater opportunities for employment after completion of the program. 6. Our most recent VTNE pass rate score was 75% for students taking the exam for the first time. SUNY Delhi's current pass rate is 5% higher than the average of all other VST programs. Because of changes in our program, we hope to attain a pass rate score of 80% for students taking the exam for the first time.
Teacher Education Transfer	SLO 8 - Elementary Mathematics	Although no formal assessment was scheduled for this academic year, a change was made to MATH 105/106 to incorporate more oral discourse. In the 2012-13 assessment cycle only 18% of students met or exceeded the standard stating that students will demonstrate the ability to represent mathematical information verbally. In 2013-14, exams in these classes were changed so that 70% of the exam was written work and 30% of the exam was oral (students had to meet with the instructor to "teach" them specified problems). Again, results on the oral exam were unsatisfactory.	Students need more practice using the language of mathematics, putting topics into their own words, and explaining material in a step by step fashion.	The exam structure will continue with 70% of the exam written and 30% oral. The written portion of the exam will include more questions where students must explain their solutions in writing thereby helping them to put their thoughts into words. More practice in class. Class work will include instructor explaining a topic and then asking students to put it into their own words. Stress correct use of vocabulary (ie divides instead of 'goes into' when talking about division).	2014-15 academic year	None	Improved results on oral exam.
Culinary Arts AAS	Demonstrate a realistic understanding of how to operate a restaurant through hands-on experience in all aspects of running a restaurant operation.	22 students were assessed using 5 different measures related to the course outcomes. Results for meeting/exceeding the standard ranged from 63% to 91%.	While results are somewhat satisfactory, some changes to the course devlery will be made inclduing clearer expectations, additional instruction, stricter timelines, pairing weaker students with stronger ones, and introducing students to rubrics.	While results are somewhat satisfactory, some changes to the course devlery will be made inclduing clearer expectations, additional instruction, stricter timelines, pairing weaker students with stronger ones, introducing students to rubrics, and including similar questions in assessments leading up to the certification exam.	2014-15 academic year	None	Increase the number of studnets meeting/exceeding the standard.
Hotel & Resort Management AAS	Understand how fundamental information, approaches, functions, and forms of human resource management are applied to the hospitality industry.	24 students were assessed. Of this number, 74% met or exceeded the standards as established by the faculty. The remaining (26%) either approached the standard or did not meet the standards.	The proposed action would be to model instruction to include similar questions as outlined in the certification exam. Require students to develop a study guide.	The action plan would be to develop a practice quiz that targets areas of weakness.	2014-15 academic year	None	Increase the number of studnets meeting/exceeding the standard.
Restaurant & Food Service Management	Demonstrate a realistic understanding of how to operate a restaurant, including the ability to cook food to order, service, purchasing food products, and managerial skills.	9 students were assessed using 2 different assessment measures related to the course outcomes. Results for meeting/exceeding the standard were 77% and 99%.	Results were satisfactory however minor adjustments will be made.	The proposed action is to review costing formats in lecture more thoroughly. Additional timelines will be developed for sequence of service.	2014-15 academic year	None	Increase the number of studnets meeting/exceeding the standard.
Culinaary Arts Management	Exhibit knowledge of wines, including the types of soils in vineyards, weather cycles, the major grapes used to produce wine, and the primary styles of wine produced. Display an understanding of how food and culture blend together to effect characteristics of different geographical areas and people. Demonstrate a thorough knowledge of purchasing for the hospitality industry, including identification, quality, and control of major food groups and beverages, and specification and selection of non-food commodities.	For the first SLO, 21 sudtnets were assessed using two different measures - 62% and 75% meet or exceeded the standard on the two measures. For the second SLO, 15 students were assessed using two diffrent measures - 60% and 40% met or exceeded the standard on the two measures. For the third SLO, 29 sudtnets wer assessed and the number meeting or exceeding the standard ranged from 82% to 93% for three separate measures.	Results were satisfactory however minor adjustments will be made.	The proposed action is to devlope a pre and post test.	2014-15 academic year	None	Increase the number of studnets meeting/exceeding the standard.