Assessment of Program Student Learning Outcomes

Fall 2012

Title	Data Sources	Assessment Measure	Performance Criteria	Proposed Action(s)	Number Assessed	% Exceeding the Standard	% Meeting the Standard	% Approach-ing the Standard	% Not Meeting the Standard
Architectural Technology									
A.5: Investigative Skills Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	The results are mixed and could be stronger. ACTION = require more research of precedents including library research and reading in-depth essays about precedents. Direct students to do some research which is not a simple internet search.	11	36.36%	36.36%	18.18%	9.09%
A.11. Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.	Assignment 3: A Building in Depth	25 points, Oral Presentation 15 points, Analytical Study Sheet 50 points, Research Paper: 10 points	Exceeding Standards: 90-100 points Meeting Standards: 77-89 points Approaching Standards: 70-76 points Not Meeting Standards: 0-69 points	Students who did not meet this outcome did not turn in all or part of this multi-part assignment. ACTION: Remind students of due dates for each part of this assignment. Encourage students to start early on outside work and research and manage their time properly. Provide more time in class for groups to meet and coordinate activities.	24	25%	16.7%	25%	33.3%
A4 Technical Documentation Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design	One completed WALL SECTION assignment to assess students' ability to apply appropriate material and graphic symbols in creating two dimensional architectural working drawings.	rubric	see attached		23	74%	17%	0%	9%
C2: Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	This result is approaching acceptability. ACTION = consider assigning a reading about human behavior followed by an assignment to design a space which exposes or demonstrates this human activity.	11	63.64%	9.09%	18.18%	9.09%

B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Encourage students to apply their knowledge and understanding of structural concepts, learned in structures courses, in the design studio. ACTION = Consider an assignment which explicitly requires incorporation of a concept from the structural theory course.	16	37.5%	37.5%	0%	25%
A. 10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.	Assignment 3: A Building in Depth	25 points, Oral Presentation 15 points, Analytical Study Sheet 50 points, Research Paper 10 points, Research and Analysis	Exceeding Standards: 90-100 points Meeting Standards: 77-89 points Approaching Standards: 70-76 points Not Meeting Standards: 0-69 points	Students who did not meet this outcome did not turn in all or part of this multi-part assignment. ACTION: Remind students of due dates for each part of this assignment. Encourage students to start early on outside work and research and manage their time properly. Provide more time in class for groups to meet and coordinate activities.	24	25%	16.7%	25%	33.3%
B.2: Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	ACTION = Review applicable building codes in early part of semester, prior to design.	16	62.5%	31.25%	6.25%	0%
B.2: Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	ACTION = Review applicable building codes in early part of semester, prior to design.	11		90.91%	9.09%	

C8: Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	This is an acceptable result. ACTION = Assigned reading on the professional duty of the architect.	11	9.09%	90.91%		
B10: Building Envelope System: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Encourage students to apply their knowledge and understanding of building envelope concepts, learned in Commercial Detailing, in the design studio. ACTION = Consider an assignment which explicitly requires incorporation of a concept from the Commercial Detailing course.	11	9.09%	63.64%	27.27%	
A.6: Fundamental Design Skills Ability to effectively use basic architectural and environmental principles in design.	Final Project - Drawings & Models	Drawings show mastery of basic architectural drawing forms (plan, section, elevation, axon, perspective) Model shows understand of how a 2-D design is translated into a 3-D space	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit drawings and models that demonstrated this learning outcome. ACTION: Encourage students to submit completed drawings and models on time.	30	36.7%	53.3%	3.3%	6.7%
A. 9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and	Final Exam	Exam contains a mix of multiple choice, matching, image identification, and short response questions. Graded on a 100-point scale	Exceeding Standards: 90-100 points Meeting Standards: 77-89 points Approaching Standards: 70-76 points Not Meeting Standards: 0-69 points	Students who did not meet this outcome likely needed more work reviewing course material in preparation for the final exam. ACTION: set aside time in class to do review exercises. Encourage students to study their flash cards and previous exams and quizzes outside of class.	24	45.8%	16.7%	12.5%	25%

Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.									
C.9. Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	This is an acceptable result. ACTION = no changes. Consider targeted readings to emphasize community and social responsibility, including magazine and newspaper articles and profiles of admirable practitioners.	11	45.45%	54.55%		
A.2: Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	ACTION = stress process and development of ideas through sketching. Reinforce with more pin-ups to review quality of sketches and design ideas.	16	37.5%	43.75%	18.75%	0%
A.1: Communication Skills: Ability to read, write, speak, and listen effectively.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Students who meet and exceed standard demonstrated adequate communication skills, however this is a critical skill in an architect's development and can always be emphasized more. ACTION = consider increasing verbal presentations in front of invited audiences.	11	36.36%	54.55%		9.09%

B.1: Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	Evaluation of first design assignment.	Student's grade determined by development of assigned material. Thoughtfulness and completeness of assigned criteria reflected in grading of assignment.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	ACTION = More examples of successful pre-design should prepare students to create better pre-design decisions.	16	43.75%	37.5%	12.5%	0%
A.5: Investigative Skills Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.	Final Project - Drawings and diagrams	Student's diagrams show ability to assess information in a graphic format Student's drawings show how information assessed in diagrams was evaluated and refined into a final design	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit drawings and diagrams that demonstrated this learning outcome. ACTION: Encourage students to submit completed drawings and diagrams on time.	30	36.7%	53.3%	3.3%	6.7%
A.7: Use of Precedents Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.	Final Project - Precedent Study Exercise	Student showed evidence of research on a chosen precedent (drawings, images, models) and incorporated information into final project.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit precedent studies that demonstrated this learning outcome. ACTION: Encourage students to submit completed precedent studies on time.	30	36.7%	53.3%	3.3%	6.7%

B4: Site Design Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.	Final Project - Site drawings & Models	Student provided a detailed site drawing showing existing conditions and new conditions in terms of vegetation, hard-scaping, building location, legal setbacks, driveways and lot lines Student's model showed evidence of information compiled in his/her site drawing	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit site drawings that demonstrated this learning outcome. Action: Encourage students to submit site completed site drawings on time.	30	36.7%	53.3%	3.3%	6.7%
B.6: Comprehensive Design Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating multiple SPC/SLO's.	Final Project - Oral Presentation, Diagrams, Drawings & Models	All individual elements of the student's final project were well-coordinated and demonstrated a cohesive design strategy	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit diagrams, drawings, models that demonstrated this learning outcome and/or did not give an oral presentation. Action: Encourage students to submit completed diagrams, drawings and models on time and be prepared to give an oral presentation.	30	36.7%	53.3%	3.3%	6.7%
B.5: Life Safety Ability to apply the basic principles of life-safety systems with an emphasis on egress.	Final Project - Drawings	Instructor did not adequately emphasize this outcome on this project	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Instructor did not emphasize this learning outcome in the final project. Action: Include more life safety components in future final projects for this class or consider using this outcome in a more advanced studio after basic architectural circulation has already been taught	30	0%	0%	0%	100%
B.1: Pre-Design Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	Final Project - Diagrams	Students used program diagrams (bubble diagrams, block diagrams) to analyze and organize spatial requirements and relationships	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit diagrams or that demonstrated this learning outcome. ACTION: Encourage students to submit completed diagrams on time.	30	36.7%	53.3%	3.3%	6.7%

A.3: Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	The results were good in this area. Continue in this direction. ACTION = Continue to emphasize that visual communication skills are essential to presenting an architectural project. Encourage pin-ups and more peer evaluation.	11	54.55%	27.27%	18.18%	
A.6: Fundamental Design Skills Ability to effectively use basic architectural and environmental principles in design.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Design skills can only be improved with experience. ACTION = for those approaching the standard, break down the process of design into a smaller series of steps.	11	54.55%	9.09%	36.36%	
A.3: Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.	Final Project - Drawings	Student completed all assigned drawings. Layout of sheet was neat and logical. Showed mastery of basic architectural plans, elevations, sections and perspectives. Used correct lineweights, lettering, shade and shadow.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet standards failed to turn in a final project. ACTION: Strongly encourage students to manage their time better and motivate them to complete and turn in a final project	14	35.7%	28.6%	7.1%	28.6%
A.6: Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Design skills can only be improved with experience. ACTION = for those approaching the standard, break down the process of design into a smaller series of steps.	16	56.25%	31.25%	12.5%	0%
B. 12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Encourage students to apply their knowledge and understanding of building envelope concepts, learned in Commercial Detailing, in the design studio. ACTION = Consider an assignment which explicitly requires incorporation of a concept from the Commercial Detailing	11	9.09%	72.73%	18.18%	

assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse				course.					
A.3: Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	The results should be better in this area. ACTION = Emphasize that visual communication skills are essential to presenting an architectural project. Encourage pin-ups and more peer evaluation.	16	37.5%	50%	12.5%	0%
A4 Technical Documentation Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design	One completed WALL SECTION assignment to assess students' ability to apply appropriate line weights and line types in creating architectural construction drawings.	rubric	see attached		23	31%	61%	4%	4%
B.2: Accessibility Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.	Final Project - Drawings	Instructor did not adequately emphasize this learning outcome on this project	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Instructor did not emphasize this learning outcome in the final project. Action: Include more accessibility components in future final projects for this class or consider using this outcome in a more advanced studio after basic architectural circulation has already been taught	30	0%	0%	0%	100%
B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces	Weekly quizzes, drawing assignments, final exam. Overview of typical structural systems used in commercial buildings	Weekly quizzes are typically short-answer and multiple-choice format, and graded on a possible 10-point scale. Drawing assignments are graded based on completeness, as well as particular emphasis on drafting quality. Final Exam is comprehensive	A to B+ = Exceeding B to C = Meeting C- to D+ = Approaching D to F = Not Meeting		20	20%	20%	10%	50%

and the evolution, range, and appropriate application of contemporary structural systems.	including masonry, poured-in-place concrete, precast concrete, steel framing.	using short-answer and multiple-choice format.							
B.3: Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor.	Instructor evaluated (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	ACTION = Incorporate sustainable design requirements into design requirements. Incorporate sustainable concepts into precedent research. Emphasize necessity to discuss sustainable aspects during the final presentation.	16	37.5%	43.75%	18.75%	0%
B. 12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse	Weekly quizzes, drawing assignments, final exam. Overview of typical materials and components used in commercial buildings including building envelope assemblies such as walls, roofs and associated finishes. In addition, interior assemblies and components such as floors, ceilings, HVAC considerations, plumbing fixtures, finishes. Also, typical site plan design considerations such as parking, egress, grading, utilities, zoning.	Weekly quizzes are typically short-answer and multiple-choice format, and graded on a possible 10-point scale. Drawing assignments are graded based on completeness, as well as particular emphasis on drafting quality. Final Exam is comprehensive using short-answer and multiple-choice format.	A to B+ = Exceeding B to C = Meeting C- to D+ = Approaching D to F = Not Meeting		10	20%	20%	10%	50%

A.3: Visual Communication Skills Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.	Weekly drawing assignments introducing students to basic architectural representation techniques	Grading scales attached	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	The results were good in this area. Continue in this direction. ACTION = Continue to emphasize that visual communication skills are essential to presenting an architectural project. Encourage pin-ups and more peer evaluation.	36	52.78%	38.98%	5.56%	2.78%
A.3: Visual Communication Skills Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.	Final Project - Drawings	Student's drawings and models are clear and easy to understand. Drawings show mastery of architectural drawing.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit drawings that demonstrated this learning outcome. ACTION: Encourage students to submit completed drawings on time.	30	36.7%	53.3%	3.3%	6.7%
B. 12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Encourage students to apply their knowledge and understanding of building envelope concepts, learned in Commercial Detailing, in the design studio. ACTION = Consider an assignment which explicitly requires incorporation of a concept from the Commercial Detailing course.	16	43.75%	37.5%	18.75%	0%
B.6: Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Design skills can only be improved with experience. ACTION = for those approaching the standard, break down the process of design into a smaller series of steps.	11	27.27%	27.27%	36.36%	9.09%

integrating multiple SPC/SLO's.									
A.2: Design Thinking Skills Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.	Final Project - Oral Presentation, Drawings & Models	Student can clearly explain design process in oral presentation Student's drawings and models show a design that is well-reasoned and thoughtful	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not attend the final presentation or submit drawings and models that demonstrated this learning outcome. ACTION: Encourage students to attend presentations and submit completed drawings and models on time.	30	36.7%	53.3%	3.3%	6.7%
B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.	Weekly quizzes, homework assignments, final capstone design project ("Office Building"), unit tests, and, comprehensive final exam. All concepts of structural steel analysis & design, including LRFD and ASD analysis methods, gravity & lateral force resisting systems, member design including tension, beams, columns, bracing, connections, welding.	Weekly quizzes are typically essay-type, and graded on a possible 10-point scale. Unit tests and final exam are multiple-choice format. Homework assignments are more involved, typically involve analysis and design of structural framing system such as frames, trusses, floor systems, bracing, etc. Final capstone design project involves analysis and design of all steel framing members for a typical 2-story office building – submittals include calculations and design documentation.	A to B+ = Exceeding B to C = Meeting C- to D+ = Approaching D to F = Not Meeting		34	61.8%	26.4%	5.9%	5.9%
B.6: Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating multiple SPC/SLO's.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Design skills can only be improved with experience. ACTION = for those approaching the standard, break down the process of design into a smaller series of steps.	16	43.75%	31.25%	6.25%	18.75%

A.2: Design Thinking Skills Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	ACTION = stress process and development of ideas independent of computer work (which tends to freeze-up development of design thinking skills).	11	36.36%	27.27%	36.36%	
C1: Collaboration: Ability to work in collaboration with others and in mutidisciplinary teams to successfully complete design projects.	Evaluation of student's collaborative success during group work projects	Determined by grade on assignment. Grade reflects instruction observations combined with peer evaluation.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	This is an acceptable result. ACTION = no changes.	11	54.55%	36.36%	9.09%	
B.5: Life Safety Ability to apply the basic principles of life-safety systems with an emphasis on egress.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	This is an acceptable result. This basic aspect should not over-shadow other design criteria.	11		100%		
B.3: Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Instructor evaluated (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Clearly a shortcoming on the instructor's part. ACTION = Incorporate sustainable design requirements into design requirements. Incorporate sustainable concepts into precedent research. Emphasize necessity to discuss sustainable aspects during the final presentation.	11				100%

A.5: Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design process.	Final Project - Drawings	Student showed evidence of outside research about his/her chosen building and incorporated it into his/her drawings and oral presentation.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet standards failed to perform outside research on their assigned building. ACTION: Encourage students to visit library and use internet sources to perform research during designated class times.	14	35.7%	28.6%	7.1%	28.6%
B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.	Weekly quizzes, homework & lab assignments, final design project ("Cliff House"), unit tests, and, comprehensive final exam. All concepts of structural engineering, including analysis methods, derivation of loads, gravity & lateral force resisting systems, member design including timber, steel and reinforced concrete.	Weekly quizzes are typically essay-type, and graded on a possible 10-point scale. Unit tests and final exam are multiple-choice format. Lab assignments are more involved, typically involve analysis and design of structural framing system such as frames, trusses, floor systems, bracing, etc. Final design project involves conceptual and details of a complete building structural system incorporating construction of a highly detailed scale model.	A to B+ = Exceeding B to C = Meeting C- to D+ = Approaching D to F = Not Meeting		41	39.0%	43.9%	7.3%	9.8%
A.7: Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects	Evaluation of Precedent Assignment.	Student's grade determined by quality and completeness of research, organization of information and understanding of material—as evidenced by their insight into the assigned precedents.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	The results were good in this area. Continue in this direction. ACTION = Continue to emphasize precedent research and intelligent incorporation into project design.	16	56.25%	31.25%	12.5%	0%
A.7: Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects	Evaluation of Precedent Assignment.	Student's grade determined by quality and completeness of research, organization of information and understanding of material—as evidenced by their insight into the assigned precedents.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	The results were good in this area. Continue in this direction. ACTION = Continue to emphasize precedent research and intelligent incorporation into project design.	11	45.45%	54.55%		

A4 Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.	One completed WALL SECTION assignment that demonstrates that students will be able to understand and replicate a moderately complex two dimensional drawing using basic AutoCAD drawing and editing commands.	Rubric	see attached		23	83%	17%	0%	0%
B. B12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse	Weekly quizzes, homework assignments, final capstone design project ("Office Building"), unit tests, and, comprehensive final exam. Comprehensive overview of steel as used as a construction material, including rolled steel shapes in addition to light-gage steel products such as metal decking, bar joists, studs.	Weekly quizzes are typically essay-type, and graded on a possible 10-point scale. Unit tests and final exam are multiple-choice format. Homework assignments are more involved, typically involve analysis & research of different types of steel products with attention on utilizing "green"	A to B+ = Exceeding B to C = Meeting C- to D+ = Approaching D to F = Not Meeting		34	41.2%	50.0%	2.9%	5.9%
A4 Technical Documentation Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design	One completed FLOOR PLAN assignment used to assess students' ability to securely save, retrieve, and plot drawing files to correct scale on correct border and title block.	rubric	see attached		23	65%	26%	0%	9%

A.1: Communication Skills: Ability to read, write, speak, and listen effectively.	Final Project - Oral Presentation	Student came prepared to present. Oral presentation was clear and concise.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet standards failed to attend their final presentations in order to present. ACTION = Strongly encourage students to prepare for and attend their final presentations.	14	35.7%	28.6%	7.1%	28.6%
A.5: Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	The results are mixed and could be stronger. ACTION = require more research of precedents including library research and reading in-depth essays about precedents. Direct students to do some research which is not a simple internet search.	16	56.25%	37.5%	6.25%	0%
B.1: Pre-Design Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	Evaluation of first design assignment.	Student's grade determined by development of assigned material. Thoughtfulness and completeness of assigned criteria reflected in grading of assignment.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	ACTION = More examples of successful pre-design should prepare students to create better pre-design decisions.	11	18.18%	63.64%	18.18%	
A.1: Communication Skills Ability to read, write, speak, and listen effectively.	Weekly oral presentations of drawing assignments for review and feedback	Grading scales attached	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Action – although most students meet and/or exceeded this standard, I believe their architectural vocabulary to still be very basic. I intend to add vocabulary sheets pertaining to each assignment that all students should know and will assess them based on presentations using the appropriate architectural terminologies.	36	19.44%	63.89%	8.33%	8.33%

A4 Technical Documentation Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design	One completed WALL SECTION assignment used to asses students' ability to understand and employ standard material sizes and standard material assemblies in residential working drawings.	rubric	see attached		23	52%	39%	0%	9%
B.4: Site Design Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.	Final Project - Site drawings & Models	Student provided a detailed site drawing showing existing conditions and new conditions in terms of vegetation, hard-scaping, building location, legal setbacks, driveways and lot lines Student's model showed evidence of information compiled in his/her site drawing	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit site drawings that demonstrated this learning outcome. Action: Encourage students to submit site completed site drawings on time.	30	36.7%	53.3%	3.3%	6.7%
A.5: Investigative Skills Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design process.	Required research of accepted architectural graphic representations to assist in completing weekly drawing assignments	Grading scales attached	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	The results are mixed and could be stronger. ACTION = require more research of precedents including library research and reading in-depth essays about precedents. Direct students to do some research which is not a simple internet search.	36	47.22%	41.67%	8.33%	2.78%
A4 Technical Documentation Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design	One completed WALL SECTION and one completed FLOOR PLAN assignment used to assess students' ability to add dimension, notes, and miscellaneous symbols to residential plans, sections, and elevations, in accord with industry standards.	rubric	see attached		23	0%	44%	39%	17%

B.6: Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating multiple SPC/SLO's.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Design skills can only be improved with experience. ACTION = for those approaching the standard, break down the process of design into a smaller series of steps.	16	43.75%	31.25%	6.25%	18.75%
B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Encourage students to apply their knowledge and understanding of structural concepts, learned in structures courses, in the design studio. ACTION = Consider an assignment which explicitly requires incorporation of a concept from the structural theory course.	11	9.09%	63.64%	27.27%	
A.1: Communication Skills Ability to read, write, speak, and listen effectively.	Final Project – Portfolio, Cover Letter and Resume	Rubric assessment of final project by instructor based on industry standard.	Exceeding Standards: All three assigned items exceed standard. Meeting Standards: Fewer than three assigned items exceed standard, but all meet standard. Approaching Standards: All three items complete, but one or more not to standard. Not Meeting Standards: Assigned items not complete or two items not meeting standard.	All students were successful in this course, therefore no drastic actions are needed. Proposed steps to improve the 'meeting standard' group include: more use of real-world precedents and more required iterations.	11	54.55%	45.45%		
C. 1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.	Evaluation of student's collaborative success during group work projects.	Determined by grade on assignment. Grade reflects instruction observations combined with peer evaluation.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	This result needs improvement. ACTION = Students need to understand the value of group projects and its importance in the real world. Keep assigning group projects and have students grade each other on level of participation as incentive to be a productive group member.	16	62.5%	12.5%	6.25%	18.75%

A.1: Communication Skills: Ability to read, write, speak and listen effectively.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	Students who meet and exceed standard demonstrated adequate communication skills, however this is a critical skill in an architect's development and can always be emphasized more. ACTION = consider increasing verbal presentations in front of invited audiences.	16	25%	50%	25%	0%
C.9. Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.	Evaluation of Final Project During the student's final presentation.	Qualitative assessment by instructor and jurors attending final review.	Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's final presentation.	This is an acceptable result. ACTION = no changes. Consider targeted readings to emphasize community and social responsibility, including magazine and newspaper articles and profiles of admirable practitioners.	16	43.75%	37.5%	12.5%	6.25%
B.3: Sustainability Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.	Final Project - Drawings & Sustainable Materials Research	Student included drawings or physical samples of sustainable materials or technologies to be included in their design and were able to explain how the sustainable technology was integrated into their design.	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit sustainable research and associated drawings or material samples that demonstrated this learning outcome. Action: Encourage students to submit completed sustainable research and drawings on time.	30	36.7%	53.3%	3.3%	6.7%
A.8: Ordering Systems Skills Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.	Final Project - Diagrams and Drawings	Students used a parti and supporting diagrams to show basic design ordering systems (public vs. private space; hierarchy of circulation; etc) Student's drawings demonstrated ability to translate their parti and diagrams into a fully developed design	Exceeding Standards: A, A- Meeting Standards: B+, B, B-, C+ Approaching Standards: C, C- Not Meeting Standards: D+, D, D-, F	Students who did not meet this standard did not submit diagrams and drawings that demonstrated this learning outcome. ACTION: Encourage students to submit completed diagrams and drawings on time.	30	36.7%	53.3%	3.3%	6.7%

Automotive Technology									
Provide verbal and written diagnosis and repair descriptions.	Students completed an industry standard repair order pertaining to the above vehicle.	Specific rubric for repair order.	Standard grading schedule: >/=90% = Exceeding 70 – 89% = meeting 60-69% = approaching <60% = not meeting	The major concern that resulted in students "approaching" is not completing the vehicle information (engine size, VIN, mileage ect. on the heading of the repair order). This is more of a "clerical" problem. i.e. students either did it or not. More emphasis will be placed on reinforcing the importance of complete vehicle information and the impact on a student grade.	22	40.9%	9%	40.9%	9%
Maintain, Diagnose and repair automotive and light duty truck transmissions, transaxles, transfer cases and final drive units	Laboratory hands-on assignments on college owned and customer vehicles. Performance exam on transmission diagnosis and repair. Diagnostic process questions; in the form of Unit tests and quizzes.	Laboratory hands-on assignments on college owned and customer vehicles. Performance exam on transmission diagnosis and repair. Diagnostic process questions; in the form of Unit tests and quizzes.	Final letter grade of student Lab grade signifies learning outcome performance as follows; Grade of A to B+ exceeds meeting the standard Grade of C to B meets standard Grade of D to C- approaching the standard Grade of F to D- is not meeting the standard		22	27%	36%	28%	9%
Provide verbal and written diagnosis and repair descriptions.	Disc Brake Inspection Performance Exam	Observation & Grading – 5 items on check off sheet.		Stress the importance of correctly identifying and listing all required repairs needed on the repair order and service information sheets.	31	84%	11%	5%	
Provide verbal and written diagnosis and repair descriptions.	Students are required to fill out industry standard repair info, on a live work form, for each job completed. The information is verbally repeated to the instructor and ISA for clarity.	Live work forms – rubric at 40 points	Assessed on a 40 point scale; >35 Exceeds standards 30-34 Meets standards 25-29 Approaching standards <25 Below standards		22	41%	32%	22%	5%
Apply operational knowledge to the diagnosis of faults in various automotive and light duty truck systems.	Disc Brake Inspection Performance Exam	Grading – 9 items on check off sheet.		none needed	31	100%			

Diagnose and repair computer control system components, circuits and data networks on automotive and light duty trucks.	Lab performance exam consisting of a lab vehicle that was "bugged" with a problem.	Each student was observed by an instructor and evaluated using a checklist/rubric.	Standard grading schedule: >/=90% = Exceeding 70 – 89% = meeting 60-69% = approaching <60% = not meeting	A detailed item analysis indicates that 66% of the students that were "approaching or meeting" had some difficulty following manufactures published diagnostic procedures, reading wiring diagrams and making basic electrical tests. This indicates that additional instructional strategies and more individualized learning activities need to be implemented to focus on these skills. The purchase and student use of a diagnostic fault simulator would provide customized individual instruction to help with the above concerns.	22	13.6%	63.6%	18.2%	4.5%
Demonstrate entry level knowledge and comprehension of the construction and operation of various automotive and light duty truck systems.	Disc Brake Inspection Performance Exam	Grading – 6 items on check off sheet.		none needed	31	100%			
Student will be able to maintain, diagnose, and repair electrical systems.	Exam Questions #3, 6, 11, 14, 17, 24, 37, 38, 39, 47, 72, 86, 87, 91, 94 Lab Evaluation	Lab Exercise - performs OK, performs with prompts, cannot perform grades	>80% Exceeds the standard 70%-80% Meets the Standard 60-69% Approaches the Standard	Higher emphasis on lab activities that reinforce academic lecture material to be implemented in Fall 2013	28	36%	18%	32%	14%
Demonstrate entry level employability and safety skills.	Disc Brake Inspection Performance Exam	Observation of Performance Exam		Stress the importance of safety glasses and fender covers.	31	97%			3%
Demonstrate entry level employability and safety skills.	Laboratory assignments on vehicles. Performance exam on transmission diagnosis and repair. Observed adherence to laboratory safety policy.	Laboratory hands-on assignments; formative pass/fail outcome; Pass = completed to instructor satisfaction, based on industry standards; fail = not completed to instructor satisfaction. Safety infractions are noted during each lab session; formative at 10 percent of lab grade.	Entry level and safety skills assessed on a 50 point scale; >24 = meets standards		22		91%		9%

Demonstrate entry level knowledge and comprehension of the construction and operation of various automotive and light duty truck systems.	8 quizzes, 4 Unit tests, laboratory performance test, and laboratory assignments.	Quizzes – formative, at 100 points each. Unit test – formative, at 100 points. Lab performance test – Rubric at 100 points	Final letter grade of student signifies learning outcome performance as follows; Grade of A to B+ exceeds meeting the standard Grade of C to B meets the standard Grade of D to C- approaching the standard Grade of F to D- is not meeting the standard		22	23%	36%	27%	14%
Apply operational knowledge to the diagnosis of faults in various automotive and light duty truck systems	8 quizzes, 4 Unit tests, and laboratory assignments	Quizzes – formative at 100 points. Unit test – formative at 100 points each. Laboratory hands-on assignments; formative pass/fail outcome; Pass = completed to instructor satisfaction, based on industry standards; fail = not completed to instructor satisfaction.	Final letter grade of student signifies learning outcome performance as follows; Grade of A to B+ exceeds meeting the standard Grade of C to B meets the standard Grade of D to C- approaching the standard Grade of F to D- is not meeting the standard		22	23%	36%	27%	14%
Maintain, diagnose and repair all gasoline engine fuel system components, emission control devices and engine performance systems on various automobiles and light duty trucks.	Lab performance exam consisting of a lab vehicle that was "bugged" with a problem.	Each student was observed by an instructor and evaluated using a checklist/rubric.	Standard grading schedule: >/=90% = Exceeding 70 – 89% = meeting 60-69% = approaching <60% = not meeting	A detailed item analysis indicates that 66% of the students that were "approaching or meeting" had some difficulty following manufactures published diagnostic procedures, reading wiring diagrams and making basic electrical tests. This indicates that additional instructional strategies and more individualized learning activities need to be implemented to focus on these skills. The purchase and student use of a diagnostic fault simulator would provide customized individual instruction to help with the above concerns.	22	13.6%	63.6%	18.2%	4.5%
Maintain, diagnose and repair automotive and light truck braking systems.	Disc Brake Inspection Performance Exam	Grading – 15 items on check off sheet.		Additional training aids and preparation in the use of measuring (micrometers, dial indicators) tools, and vehicle specifications are needed.	31	74%	13%	3%	10%

Carpentry and Building Trades									
Dormer layout: Given a blueprint of an exiting building, students should be able to calculate, layout and/or build different types of dormers to specific tolerances.	Students are given several plans in which they must calculate and layout dormer	math breakdown of dormer layout on building given a test or shown in lab	exceeded the standard: students demonstrate detailed understanding meeting the standard: students demonstrate understanding approaching the standard: students demonstrate partial understanding not meeting the standard: students demonstrate little or no understanding		19	5.3%	84.2%	5.5%	5%
Rafter layout/roof construction	Lab 26 Final exam	grading scale	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		34	20.6%	29.4%	38%	12%
Safety - Student should be able to correctly identify potential dangerous situations on the job site/lab as well as identify dangers presented in different scenarios, offer OSHA approved methods of addressing situations, demonstrate and/or describe correct and safe uses of typical jobsite equipment.	ongoing	continual monitoring	penalties based on severity of infraction exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		34	55.9%	32.4%	12%	0%
Mechanicals: Students should acquire a working knowledge of correct installation procedures for plumbing and electrical systems within a residential environment. Stude nts are expected to demonstrate these skills along with fixture installation proficiency within specific tolerances.	written exams performance in lab	grading scale for exams for lab, students' ability to accomplish task	exams: exceeding: grade of 90 or above meeting: grade of 70-89 approaching: grade of 60-69 not meeting: grade less than 60		19	5.3%	84.2%	5.3%	5.3%

Foundation calculation: Given a blueprint or a jobsite situation, students should be able to determine the exact depth and location to where a footing should be placed in order to build a foundation wall. The top of the wall will need to be located at a specific elevation when completed. Students will be expected to adhere to specific tolerances as well as meet building code requirements.	Students are given plan in which they have to read and calculate for foundation	Grading scale on how well students abided by the course information presented in the class	Students present to instructor exceeded the standard: students demonstrate detailed understanding meeting the standard: students demonstrate understanding approaching the standard: students demonstrate partial understanding not meeting the standard: students demonstrate little or no understanding		19	21%	47%	32%	0%
Tool proficiency	exercises & ongoing	grading scale A-F continual monitoring	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		6				
Masonry general: Students should be able to correctly identify various masonry components as well as mixture ratios for making concrete and mortar. Students should also be able to accurately estimate quantities necessary to complete given projects.	Class participation, homework, quizzes, midterm and final exams	HW and class participation = 25% of grade quizzes = 25% of grade midterm & final = 50% of grade	exceeded: final average 90 or above met: final average 70-89 approached: final average 60-69 did not meet: final average		12	8.3%	58.3%	25%	8.3%
Blueprint interpretation	Drawing assignments exams workbook assignments	grading scale A-F	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		36	35.3%	47.1%	2.9%	15%

Tool proficiency	exercises & ongoing	grading scale A-F continual monitoring	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		7				
Plan, design and interpretation of working drawing	lab exercises assignments lab projects	grading scale A-F continual monitoring	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		7	57.1%	42.9%		
Safety: Student should be able to correctly identify potential dangerous situations on the jobsite/lab as well as identify dangers presented in different scenarios, offer OSHA approved methods of addressing situation, and demonstrate and/or describe correct and safe uses of typical jobsite equipment.	Midterm exam final exam quizzes photo/video assignment student presentations	grading scale	exceeded the standard: overall score of 90 or above meeting the standard: overall score of 70-89 approaching the standard: overall score of 60-69 not meeting the standard: overall score of	Nothing at this time - students are meeting goals	34	55.9%	32.4%	12%	0%
Hand tool and shop tool proficiency, maintenance and safety	lab exercises and ongoing	grading scale A-F continual monitoring	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		6	66.7%	33.3%		
Tool proficiency - Students should be able to correctly identify by name and select the tool that best satisfies a given task, and use the tool in the manner for which it was intended.	Given a project, students are assessed on how they use tools on the jobsite.	according to manufacturer of tools and industry standards	exceeding the standard: >90 meeting the standard: 70-89 approaching the standard: 60-69 not meeting:		34	41.2%	44.1%	8%	5.9%
Cabinetmaking construction	various lab projects	grading scale A-F continual monitoring	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		6	66.7%	33.3%		

Kitchen layout: Given a simulated remodeling project, students should be able to identify components, plan, design, and estimate the materials necessary to complete a bathroom and a kitchen remodeling project within specific tolerances.	Given a plan, student will layout a kitchen cabinet plan	Grading scales using the NYS Building code and NKAB (National Kitchen & Bath) guidelines	exceeded the standard: 90 or above meeting the standard: 70 - 89 approaching the standard: 60-69 not meeting the standard:		19	26.3%	52.6%	16%	5%
Tool proficiency - Students should be able to correctly identify by name and select the tool that best satisfies a given task, and use the tool in the manner for which it was intended.	Power tools safety lab (2 days) & ongoing	continual monitoring	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		34		41.2%	44.1%	8.8%
Employment skills	questions on various exams class presentation	grading scale for exams presentation rubric for class presentation	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		20	41.2%	47.1%	12%	5.9%
Wall layout construction	Lab 22 Final exam	grading scale	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		34	29.4%	38.2%	26%	5.9%
Floor layout/construction - Given a blueprint, students should be able to identify and accurately layout the framing members necessary to construct a floor system, physically cut the components and using a team approach, assemble the floor system within specified tolerances.	Lab 19, final exam	grading scale	exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70%		34	32.4%	38.2%	26%	2.9%

Computer-Aided Drafting and Design									
4. Learn and master the use of at least two different types of computer 3D graphic software. 9. Specify commonly used materials in making various types of parts based on knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing systems. 14. Design products using parametric solid modeling software.	Assigned drawing projects w/ sketch & planning, as per topic area from workbook and textbook.	3 check system, 1 check for sketch & plan, 2nd check for completing project on CADD/paper, 3rd check for correcting project to 100%	3/3 Exceeding & Meeting 2/3 Approaching 1/3 & 0/3 Not meeting	Encourage student to get the assignments done and turn in on time	8	62.5%	0%	25%	12.5%
#2 Detail various mechanical types of parts by following the American Society of Mechanical Engineers Y14 Design/Drafting standard as it relates to dimensioning and tolerancing. #4 Learn and master the use of at least two different types of computer-based 3-D graphic software, one in the first year (Solid Edge) and a different one in the second year (AutoCAD/Inventor), to generate and create electronic files as well as printed/plotted sets of working drawings that conform to the American Society of Mechanical Engineers Y14 Design/Drafting standard. #9 Specify commonly used materials in making various types	Assigned drawing projects w/ sketch & planning, as per topic area from workbook and textbook.	3 check system, 1 check for sketch & plan, 2nd check for completing project on CADD/paper, 3rd check for correcting project to 100%	3/3 Exceeding & Meeting 2/3 Approaching 1/3 & 0/3 Not meeting		8	75%	0%	12.5%	12.5%

of parts based on a knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing methods. #14 Design products using parametric solid modeling software.									
4. Learn and master the use of at least two different types of computer 3D graphic software. 9. Specify commonly used materials in making various types of parts based on knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing systems. 14. Design products using parametric solid modeling software.	Unit Test on: Sketch various geometric shapes using orthographic & pictorial projection, draw & delineate various mechanical parts using orthographic & pictorial projection, and draw & delineate complete, partial, enlarged, & reduced views following American Society of Mechanical Engineers & International Organization for Standardization standards.	Grades on quiz and test are scored from 0 to 100	90-100 Exceeding 75-90 Meeting 60-75 Approaching Below 60 not meeting	none	8	25%	37.5%	0%	37.5%
4. Learn and master the use of at least two different types of computer 3D graphic software. 9. Specify commonly used materials in making various types of parts based on knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing systems. 14. Design products using parametric solid modeling software.	Unit Test on: Define & delineate various types of section views, define & delineate cutting-plane lines and viewing-plane lines, and define & delineate various types of section lining as per material & American Society of Mechanical Engineers & International Organization for Standardization.	Grades on test and final are scored from 0 to 100	90-100 Exceeding 75-90 Meeting 60-75 Approaching Below 60 not meeting	Need to review this information to have students ready for the ADDA national exam in May	8	12.5%	0%	50%	37.5%

1.Delineate various mechanical types of parts relating to line quality, lettering, geometric constructions, multiveiw drawings, and sectioning. 2. Detail various mechanical types of parts as it relates to dimensioning and tolerancing. 3. Detail various types of parts as it relates to descriptive geometry, theory of projection, and auxiliary views. 4. Learn and master the use of at least two different types of computer 3D graphic software. 5. Detail complete sets of working drawings for the development, production, and/or servicing of various types of mechanical systems. 6. Detail drawings relating to the areas of welded fabricated parts, piping, hydraulics, pneumatics, structural, and sheet metal/pattern developments. 7. Understand and know how to use and apply geometric form tolerances and true positioning. 9. Specify commonly used materials in making various types of parts. 14. Design products using parametric solid modeling software.	Comprehensive final	grading scale	90-100 exceeding 75-89 meeting 60-74 approaching less than 60 not meeting	encourage students to study and review the information needed to be ready for ADDA National Examination in May	8	12.5%	50%		37.5%

Delineate various mechanical types of parts by following the industry standard, as it relates to line quality, lettering, geometric constructions, multiview drawings (orthographic projection), and sectioning.	Quiz on Standards etc.	Grades on quiz and test are scored from 0 to 100	90-100 Exceeding 75-90 Meeting 60-75 Approaching Below 60 not meeting	Review for test	8	12.5%	37.5%	50%	
4. Learn and master the use of at least two different types of computer 3D graphic software. 9. Specify commonly used materials in making various types of parts based on knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing systems. 14. Design products using parametric solid modeling software.	Assigned Workbook problems, as per the topic area from book they purchased. Course SLO: 2.1 Sketch various geometric shapes using ASME standards, Orthographic & Pictorial projection.	Assigned drawing projects w/ sketch & planning, as per topic area from workbook and textbook.	2 check system, 1 check for completing & turning in project, 2nd check for correcting project to 100%	none	8	100%			
4. Learn and master the use of at least two different types of computer 3D graphic software. 9. Specify commonly used materials in making various types of parts based on knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing systems. 14. Design products using parametric solid modeling software.	Quiz on Projection etc.	Grades on quiz and test are scored from 0 to 100	90-100 Exceeding 75-90 Meeting 60-75 Approaching Below 60 not meeting	Review for test	8	25%	25%	25%	25%

Delineate various mechanical types of parts by following the industry standard, as it relates to line quality, lettering, geometric constructions, multiview drawings (orthographic projection), and sectioning.	Unit Test on: 1.1 Define & apply the graphic language, drafting profession, use & selection of tools & equipment. 1.2 Define & apply the ASME standard lettering, alphabet of lines, and drawing formats for both inch and metric systems. 1.3 Define & apply the various geometric shapes & constructions of the same.	Grades on quiz and test are scored from 0 to 100	90-100 Exceeding 75-90 Meeting 60-75 Approaching Below 60 not meeting	none	8	37.5%	37.5%	12.5%	12.5%
Delineate various mechanical types of parts by following the industry standard, as it relates to line quality, lettering, geometric constructions, multiview drawings (orthographic projection), and sectioning.	Assigned Workbook problems, as per the topic area from book they purchased. Address course SLOs: 1.1 Define & apply the graphic language, drafting profession, use & selection of tools & equipment. 1.2 Define & apply the ASME standard lettering, alphabet of lines, and drawing formats for both inch and metric systems. 1.3 Define & apply the various geometric shapes & constructions of the same	2 check system, 1 check for completing & turning in problem, 2nd check for correcting problem to 100%	2/2 Exceeding & Meeting 1/2 Approaching 0/2 Not Meeting	None	8	100%			

#2 Detail various mechanical types of parts by following the American Society of Mechanical Engineers Y14 Design/Drafting standard as it relates to dimensioning and tolerancing. #4 Learn and master the use of at least two different types of computer-based 3-D graphic software. #9 Specify commonly used materials in making various types of parts based on a knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing methods. #14 Design products using parametric solid modeling software.	Unit Test	grading scale	90-100 exceeding 75-89 meeting 60-74 approaching below 60 not meeting	Present material, practice and test to get ready for the American Design Drawing Association (ADDA) national exam in May	8	50%		25%	25%
4. Learn and master the use of at least two different types of computer 3D graphic software. 9. Specify commonly used materials in making various types of parts based on knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing systems. 14. Design products using parametric solid modeling software.	Final Exam on: 3.1 Define & delineate various types of section views as per ASME & ISO. 3.2 Define & delineate cutting-plane lines and viewing-plane lines as per ASME & ISO. 3.3 Define & delineate various types of section lining as per material & ASME & ISO.	Grades on test and final are scored from 0 to 100	90-100 Exceeding 75-90 Meeting 60-75 Approaching Below 60 not meeting	Need to review this information to have students ready for the American Design Drawing Association (ADDA) national exam in May	8	12.5%	50%	0%	37.5%

4. Learn and master the use of at least two different types of computer 3D graphic software. 9. Specify commonly used materials in making various types of parts based on knowledge of cast, forged, stamped, machined, extruded, and other manufacturing processing systems. 14. Design products using parametric solid modeling software.	Assigned drawing projects w/ sketch & planning, as per topic area from workbook and textbook. Course SLOs: 2.2 Draw & Delineate on ASME standard formats various mechanical parts using Orthographic & Pictorial projection following ASME & ISO standards. 2.3 Draw & Delineate on ASME standard formats complete, partial, enlarged, & reduced views following ASME & ISO standards.	3 check system, 1 check for sketch & plan, 2nd check for completing project on CADD/paper, 3rd check for correcting project to 100%		Student did not get work done and in on time, will encouraged student to complete assignments	8	100% for SLO 2.2 87.5% for SLO 2.3			12.5% for SLO 2.3
.Delineate various mechanical types of parts relating to line quality, lettering, geometric constructions, multiveiw drawings, and sectioning. 2. Detail various mechanical types of parts as it relates to dimensioning and tolerancing. 3. Detail various types of parts as it relates to descriptive geometry, theory of projection, and auxiliary views. 4. Learn and master the use of at least two different types of computer 3D graphic software. 5. Detail complete sets of working drawings for the development, production, and/or servicing of various	Assign software based tutorials and self-paced instruction with activities to complete and print	2 check system, 1 check for completing & turning in the project by using the computers and printers provided. 2nd check for correcting project to 100%	2/2 exceeding and meeting 1/2 approaching 0/2 not meeting	none	8	75%		12.5%	12.5%

types of mechanical systems. 6. Detail drawings relating to the areas of welded fabricated parts, piping, hydraulics, pneumatics, structural, and sheet metal/pattern developments. 7. Understand and know how to use and apply geometric form tolerances and true positioning. 9. Specify commonly used materials in making various types of parts. 14. Design products using parametric solid modeling software.									
Construction Management									
Demonstrate a knowledge of moisture problems in buildings and understanding as to means of proper mitigation.	Computer Programs & Lab Demos	Graded Moisture Analysis	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		26	27%	50%	19%	4%
Review career opportunities available in the Construction Management Field and develop professional resumes, correspondences/letters in pursuit of a formal internship.	Internship Guideline & Requirements Handouts	Student is successful in securing an internship.	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		29	48%	52%	0%	0%
Analyze and design structural components and systems in typical building types using structural steel.	Structural Software & Codes	Graded structural analyses. Rubrics/Checklists	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		26	46%	15%	35%	4%

Analyze building structural systems & components of timber, steel, masonry, and concrete in terms of the forces applied to them, such as wind, snow and seismic conditions.	Structural Software Structural Codes	Graded structural analyses. Rubrics/Checklists	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		27	15%	74%	7%	4%
In a team setting: Produce working drawings and implement hands-on field coordination for actual building projects. Also, provide field direction for underclassmen, while maintaining quality control standards.	Design/Build Project	Submitted Design/Build Plans & Management Reports	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		27	19%	67%	15%	0%
Complete a successful CM internship within the specified silos.	Internship Handbook	Acceptable Industry Performance Outcomes	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		25	96%	4%	0%	0%
Create an accurate schedule for complex building projects.	Scheduling computer software	Graded computer generated schedule.	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		26	58%	42%	0%	0%
Ability to understand storm water runoff drawings, calculations, as well as shaping grades.	Computer Programs	Graded SWPPP Analysis	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C)2 = Below (Approaching) Standards (C- to D-)1 = Failed to Meet Standards (F)		26	81%	19%	0%	0%
Develop a project that includes site planning, construction analysis, and scopes of work.	Scheduling Software	Graded Construction Schedule	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet		26	65%	35%	0%	0%

			Standards (F)						
Comprehend the design-build process and its applications within the construction industry. Demonstrate understanding of design-build delivery systems that are commonly practiced.	Design/Build Hands-on Project	Completed Design/Build Project	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		27	19%	78%	4%	0%
Produce designs to accommodate for lighting and acoustical needs in a building. Also demonstrate a comprehension of USGBC's LEEDs green building program.	Computer Modeling	Graded Lighting & LEED assignments	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)	We will have data for next year's report.	No data to date: We will have data for next year's report.				
Analyze and design structural components and systems in typical building types using reinforced concrete.	Structural Analyses & Codes	Graded concrete structural analyses. Rubrics/Checklists		Data will be available at the end of the Spring 2013 semester.	Data will be available at the end of the Spring 2013 semester.				
Construction Technology									
Generate a topographic survey using appropriate survey instruments.	Field Lab Exercises	Lab Exercises & Final Topo Drawing	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		22	23%	55%	9%	14%
Complete a 10 hour OSHA construction site safety class	Industry Safety Class	Completed Industry Safety Class	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		13	92%	8%	0%	0%

Create a plumbing isometric drawing for a commercial rest room facility	Related Plans & Specs	Completed Isometric Drawing	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		17	53%	35%	6%	6%
Generate load tracing for a given structure.	Load Trace Lab Exercises	Graded Load Trace	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		17	47%	53%	0%	0%
Perform a gradation, proctor, and in-place density test.	Lab Activity	Student Lab Performance & Report	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		22	23%	73%	0%	5%
Create a critical path construction schedule.	Rubric	Graded Construction Schedule	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		17	76%	12%	0%	12%
Analyze the design and estimate the materials for a commercial curtain wall system	Lab Exercises	Lab Mock-up work & submitted estimate	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)	Action Items: 1.Generate lab manual. 2. Introduce Heavy Construction course material.	17	24%	41%	18%	18%
Create a sample building contract which is in compliance with New York State Building Codes.	Sample Contracts (AGC/AIAS)	Graded Completed Contract	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		17	18%	82%	0%	0%

Generate a first floor residential plan using Autocad	Cadd Lab	Graded Cadd Drawing	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)	We will be trying to figure why 35% of the students did "Not Met Expectations".	26	21%	35%	8%	35%
Create a Wall Plate Layout	Wood Lab	Graded Wall Layout	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		28	32%	50%	14%	4%
Lumber Grades	Lab Demo graded	Rubric	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		28	21%	50%	25%	4%
Create a complete building estimate in an Excel spreadsheet.	Computer Lab & Estimating Software	Graded Completed Estimate	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet Standards (F)		16	44%	56%	0%	0%
Electrical Construction and Instrumentation									
Wire direct-current motor controllers and starters	Project 17 Sequence of Operations	Rubric	13-15 Exceeds 12 Meets 10-11 Approaching	Assess this SLO earlier in the semester. Several students (8 of 22) did not complete the assignment.	22	18%	5%	5%	72%
Calculate electrical circuit configurations, including series, parallel, and series-parallel.	Final Written Exam	Grading Scale 0-100	0-59 Not Meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	The Electrical faculty do not feel that changes are necessary at this time.	31	65%	29%	6%	0%
Understand and discuss electrical theory and its practical application to electrical circuits and equipment, including the topics	Exam 1	0-100 Grade scale	0-59 N.M. 60-69 A 70-89 M 90-100 E	None (91% Meet or Exceed)	32	38%	53%	9%	0%

of electron theory, Ohm's Law, types of electrical circuits, and concepts in direct-current circuits and electromagnetism.									
Calculate voltage sources, both single-phase and three-phase, including alternators, generators, and batteries.	Exam 2	Grading scale	0-59 N.M. 60-69 A 70-89 M 90-100 E	(75% Meet or Exceed) Re-evaluate testing and teaching materials. Spend more in-class time for review and practice problems.	32	25%	50%	9%	16%
Wire direct-current motors and generators.	Project 1 and Project 2	grading rubric (see attached)	0-59 Not Meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	The majority of students who did not meet expectations did not complete corrections to original drawings – which led to low final grade.	31	39% Schematic 45% Wiring 32%	34% Schematic 32% Wiring 36%	6% Schematic 6% Wiring 6%	21% Schematic 16% Wiring 26%
Diagnose residential and commercial cooling (air-conditioning)	Project 5 Troubleshooting exam	Grading Scale 0-100	0-59 Not Meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	The Electrical faculty conclude that troubleshooting needs to be emphasized more in lab and lecture classes. Quizzes could also be added as assessment tools.	31	57%	5%	0%	38%
Golf & Plant Sciences									
Understand and apply the basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.	2 lab quizzes - pruning lab quiz - propagation Used the average of the three quizzes	each quiz is worth 10 points = 100%			16	37.5%	37.5%	18.75%	6.25%
Demonstrate proficiency in the proper identification, terminology, and use of trees, shrubs, and groundcovers used in various Northeast landscapes.	Practical at end of semester		Exceeding- greater than 85% Meeting- 75% to 84% Approaching- 65% to 74% Not meeting- less than 65%		22	82%	9%	9%	0%
Demonstrate proficiency in the proper identification, terminology, and use of trees, shrubs, and groundcovers used in various Northeast landscapes.	Field quiz average				14	21.42%	7.1%	50%	21.42%

Demonstrate basic knowledge of botany.	3 exams in course	10 questions from each exam	exceeding > 85% meeting 75% - 74% approaching 65% - 74% not meeting	None, so long as 80% are meeting or exceeding the standard.	17	29%	53%	12%	6%
Demonstrate proficiency in the proper identification, terminology, and use of trees, shrubs, and groundcovers used in various Northeast landscapes.	In field quiz Pre & post subject quiz final exam questions (2)	For the in field quiz, used meets/exceeds scale. For quizzes, used 0-100 grading scale.	Exceeding- 85% or greater Meeting- 75% to 84% Approaching- 65% to 74% Not meeting- less than 65%		22	55%	14%	27%	5%
Understand and apply the basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.	Exam #1	Grading Scale 90-100 = A 85 - 89 = B+ 80-84 = B 75-79 = C+ 70-74 = C 65-69 = D+ 60-64 = D			14	7.14%	42.8%	25%	18.75%
Heating, Ventilation and Air Conditioning									
Display the ability to measure, cut, and join steel pipe, copper tubing, plastic and cast-iron soil pipe; demonstrate knowledge of fittings as well as basic fabrication of sheet-metal principles and layout techniques.	Term paper	numerical grading	Exceeding: 81-100 Meeting: 72-80 Approaching: 60-71 Not Meeting: 60 and below		28	50.00%	32.14%	17.85%	0%
Design and install potable water, sanitary waste, and vent systems in residential and light commercial buildings.	Project on bathroom design	project rubric	Exceeding: 80-100 Meeting: 72-80 Approaching: 60-71 Not Meeting: below 60		13	53.9%	30.8%	7.7%	7.7%
Recognize and respond to emergencies by making appropriate decisions regarding first-aid care	"Principles of Refrigeration" Refrigeration Service Engineers Society RAC 1 Lessons" 1,2 and 3, homework assignments and quizzes 1 & 2, final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	23%	67%	0%	10%

Understand the basic electricity knowledge necessary to HVAC mechanics	"Electricity for HVACR Technicians" chapters 4,5,8,9,10 and 11 homework assignments and quizzes 2, 3, and 4 and final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	50%	23%	17%	0%
Understand the basic electricity knowledge necessary to HVAC mechanics	"Electricity for HVACR Technicians" chapters 2,3,6,7,12,13 and 14 homework assignments and quizzes 1,3 and 4 final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	52%	19%	14%	15%
Demonstrate basic knowledge of plumbing materials, tools, and equipment.	exam #1	numerical grading	Exceeding: 81-100 Meeting: 72-80 Approaching: 60-71 Not Meeting: 60 and below		28	71.42%	3.57%	7.14%	17.85%
Understand & discuss fundamental refrigeration principles, including: trade tools, gas laws, pressure/temperature relationship, heat transfer, refrigerants, compression cycle, compressors, condensers, evaporators, metering devices, refrigeration oils, desiccants and driers, evacuation, and safe handling of refrigerants	"Principles of Refrigeration" Refrigeration Service Engineers Society RAC 1 Lessons 3, 8, 9 and 10 homework assignments, quizzes 2 & 4, final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	27%	60%	0%	10%
Design and install potable water, sanitary waste, and vent systems in residential and light commercial buildings.	lab bathroom project	lab bathroom group rubric numerical grading	Exceeding: 81-100 Meeting: 72-80 Approaching: 60-71 Not Meeting: 60 and below		28	64.28%	17.85%	10.71%	7.14%
Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.	lab manual safety practices (page 2) & final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	47%	37%	17%	0%

Demonstrate hands on knowledge of the refrigeration system, including skills in servicing, analyzing, problem solving, and pertinent safety practices.	Lab manual projects 4, 8 and 9 and final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	37%	47%	17%	0%
Recognize and respond to emergencies by making appropriate decisions regarding first-aid care.	lab manual safety practices (page 2) & final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	47%	37%	17%	0%
Display the ability to measure, cut, and join steel pipe, copper tubing, plastic and cast-iron soil pipe; demonstrate knowledge of fittings as well as basic fabrication of sheet-metal principles and layout techniques.	Steel and copper projects	project rubrics	exceeding 80-100 meeting 72-79 approaching 60-71 not meeting		13	38.5%	53.9%	7.7%	0%
Demonstrate basic knowledge of plumbing materials, tools, and equipment.	Final grades	Grading scales	exceeding 80-100 meeting 72-79 approaching 60-71 not meeting below 60		13	46.15%	38.46%	15.38%	0%
Demonstrate hands-on knowledge of the refrigeration system, including skills in servicing, analyzing, problem solving, and pertinent safety practices	"Principles of Refrigeration" Refrigeration Service Engineers Society RAC 1, Lessons: 2,4,5,6,7, and 10, 12 homework assignments and quizzes 1,3, and 4, final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	27%	60%	0%	10%
Understand basic electricity knowledge necessary to HVAC mechanics	lab manual projects 6 and 7, final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	37%	47%	17%	0%
Recognize and respond to emergencies by making appropriate decisions regarding first-aid care	"Electricity for HVACR Technicians" chapter 1 homework assignment, quiz 1, and final exam	grading scale	exceeding: 80-100 meeting: 72-80 approaching: 60-71 not meeting: less than 60		30	50%	20%	16%	14%

Natural Resource Recreation and Sports									
1. Demonstrate knowledge of the philosophy, history, scope, and significance of leisure profession. 3. Illustrate application of critical thinking.	Journal	Grading rubric	Exceeding 22-25 pts Meeting 18-21 pts Approaching 15-17 pts Not Meeting 0-14 pts	We do five journals that demonstrate program and course student outcomes. I have chosen to evaluate the final journal which should show reflection, insight and connections to the curriculum as well as proper grammar. Due to feedback throughout the semester for other journals there should be improvements in overall quality of assignment.	36	80%	14%	5%	
Adventure Recreation									
Illustrate knowledge, skills and abilities to design, implement, prepare, and evaluate sustainable outdoor expedition trips for individuals and groups.	Assignment: Instructor observation Course SLO: 2)The student will understand the fitness requirements for backpacking in mountainous terrain and will be able to develop a fitness program for backpacking	grading scale, rubric	Exceeds Criteria: Demonstrates proper or exceptional fitness for activity Meets criteria: Demonstrates adequate fitness for activity Approaching Criteria: Lacks some fitness for activity Not Meeting Criteria: Does not demonstrate adequate fitness level to participate in activity		25	72%	28%		
Demonstrate a fundamental ability to understand and practice specific outdoor living skills that are necessary to individual and group sustainability in a remote settings.	Assignment, Gear checks, Instructor observation Course SLO: 1)The student will properly select and utilize appropriate equipment and supplies (including menu planning) required for a backpacking trip	rubrics	Exceeds criteria: All necessary items are brought and well packed, takes care of , and properly utilizes equipment, Proper/safe stove operation, and prepares nutritious meals in timely manner Meets Criteria: Most essential items brought and packed, equipment taken care of, able to operate stove adequately with minor initial help, prepares adequate meals. Approaching Criteria: Some necessary items may be missing, packing effort and equipment care fair, meals adequate but somewhat lacking in nutrition and/or timeliness, some		25	20%	60%	20%	

			difficulty with stove operation Not Meeting Criteria: Many needed items missing, gear preparation poor, little regard for care of equipment or packing, unsafe or improper stove operation, hydration and nutrition intake not really adequate for needs						
Demonstrate a fundamental ability to understand and practice specific outdoor living skills that are necessary to individual and group sustainability in a remote settings.	Exam, Practical demonstration Course SLO: 4)The student will be able to demonstrate proper navigational skills, including the use of map and compass	grading scale, rubric	Exceeds Criteria: Student is able to follow a bearing with a compass, properly orient a map, and distinguish all map and terrain features Meets Criteria: Able to follow a bearing and understand most map symbols and terrain features, has some difficulty orienting the map with a compass Approaching Criteria: Has some difficulty orienting a compass to follow a bearing, knows some map and terrain features, has difficulty orienting map with compass. Not meeting Criteria: Has little or no ability/understanding of map or compass use or orientation	This has usually been covered on day 2 or 3 of a three-day trip, I believe it would produce better results if introduced earlier and reinforced continually throughout the experience.	25	8%	56%	36%	0%
Demonstrate the ability to know and implement theories and practices of teaching, processing, and transference with regards to adventure activities.	Quiz Instructor Observation Course SLO: 3)The student will be able to describe and follow Leave No Trace principles (LNT) and follow proper land use policies for backcountry travel in the New York state forest preserve	grading scale, rubric	Exceeding: Achieves 85 or better on LNT exam and follows all LNT principals Meeting: Scores between 75 and 85 on LNT exam and adequately follows priority LNT practices Approaching: Scores between 60 and 75 on LNT exam and follows most LNT practices Not Meeting: Scores below 60 on LNT exam and doesn't follow priority LNT practices	The class meets once/week, and a large number of students forget about the quiz. To improve quiz grades, will go over the information in class more thoroughly, rather than have them study on own. Most students follow the guidelines well in the field-it makes more sense to them there. However, it is helpful to start introducing the concept pre-trip. Make online version of the LNT quiz that produces a certificate of completion a graded assignment.	25	12%	48%	32%	8%

Demonstrate a fundamental ability to understand and practice specific outdoor living skills that are necessary to individual and group sustainability in a remote settings.	instructor observation exam Course SLO: 5) The student will follow individual and group health and safety guidelines on a backpacking trip and have the skills to facilitate a safe backpacking trip	rubric, grading scale on exam	Exceeding: Very positive attitude, contributes at a high level, maintains positive relationships within group, and follows safety procedures. Excellent camp set-up, organization, and maintenance, and maintains good hygiene. Scores 85 or better on exam. Meeting: Good attitude, gets along with others, contributes some, and follows safety procedures. Mostly organized, good camp set up and maintenance, practices adequate camp hygiene. Scores between 75 and 85 on exam Approaching: Attitude ok, mostly gets along with others, contributes the minimum, and mostly follows priority safety procedures. Ok camp set up, a little disorganized, may lack some camp hygiene. Scores between 60 and 75 on exam. Not Meeting: Poor attitude, keeps to self, safety only somewhat considered, and contributes very little. Camp set up poorly or improperly, poor hygiene, and organization.		25	24%	60%	16%	
Park and Outdoor Recreation									
Demonstrate skill proficiency in various maintenance tasks, including tool and equipment use, relative to the upkeep of various park and recreation facilities.	Exams Work experience evaluation Course SLO: 7) The student will be able to carry out a variety of maintenance tasks associated with recreational facilities using the appropriate	grading scale	Exceeding = 88%+ Meeting = 75-87% Approaching = 60-74% Not meeting = < 60%		6	83%	17%		

	equipment and procedures								
Demonstrate a thorough knowledge of those requirements necessary for the management and sustainable use and maintenance of parks, recreation, and sports areas.	Exams Service day project participation/ reflection Course SLO: 6) The student will be able to articulate principles, concepts, and issues in regard to personnel management	grading scale	Exceeding = 88%+ Meeting = 75-87% Approaching = 60-74% Not meeting = < 60%		6	33%	50%	17%	
Demonstrate skill proficiency in various maintenance tasks, including tool and equipment use, relative to the upkeep of various park and recreation facilities.	Assignments Work experience participation/ evaluation	grading scale	Exceeding = 88%+ Meeting = 75-87% Approaching = 60-74% Not meeting = < 60%		6	83%	17%		
Demonstrate skill proficiency in various maintenance tasks, including tool and equipment use, relative to the upkeep of various park and recreation facilities.	exams, work experience evaluation Course SLO: 1) The student will be able carry out and analyze appropriate maintenance procedures for recreational facilities	grading scale	Exceeding = 88%+ Meeting = 75-87% Approaching = 60-74% Not meeting = < 60%		6		100%		
Demonstrate skill proficiency in various maintenance tasks, including tool and equipment use, relative to the upkeep of various park and recreation facilities.	assignments, exams Course SLO: 5) The student will be able to articulate the role of maintenance personnel in the development of new recreational facilities	grading scale	Exceeding = 88%+ Meeting = 75-87% Approaching = 60-74% Not meeting = < 60%		6	17%	67%	16%	
Demonstrate skill proficiency in various maintenance tasks, including tool and equipment use, relative to the upkeep of various park and recreation facilities.	quizzes, skills check, work experience evaluation Course SLO: 2)The student will be able to safely use the appropriate tools and equipment for carrying out maintenance tasks at	grading scale completion checklist	Exceeding = 88%+ Meeting = 75-87% Approaching = 60-74% Not meeting = < 60%		6	17%	67%	16%	

	recreational facilities								
Demonstrate a thorough knowledge of those requirements necessary for the management and sustainable use and maintenance of parks, recreation, and sports areas.	assignments, exams Course SLO: 3)The student will be able to develop a maintenance budget and purchase appropriate equipment and supplies for recreation facilities	grading scale	Exceeding = 88%+ Meeting = 75-87% Approaching = 60-74% Not meeting = < 60%	Not approaching included one student who did not complete assignments	6	33%	50%	0%	17%
Physical Education Studies									
3. Demonstrate a thorough grounding in the theory and application of several specific areas of the physical education discipline, including, but not limited to lifetime and team sports.	Health & Wellness Dilemma Activity	25 points	Exceeding 22-25 pts Meeting 18-21 pts Approaching 15-17 pts Not Meeting 0-14 pts	96% of students are meeting or exceeding this SLO. This activity and activities like this engage student interest because it involves issues they are dealing with, they work with their peers, problem solve and use campus and community resources.	36	83%	13%		2%
1. Understand and apply the principles of fitness in terms of cardiovascular endurance, proper weight control, and strength and flexibility through the design of individualized fitness programs. 3. Demonstrate a thorough grounding in the theory and application of several specific areas of the physical education discipline, including, but not limited to lifetime and team sports. 5. Demonstrate proper safety, judgment, and decision making in regard to potential and actual emergencies.	Anatomy Identification Sheets	25 pts based on correct answers	Exceeding 22-25 pts Meeting 18-21 pts Approaching 15-17 pts Not Meeting 0-14 pts	89% of students are meeting or exceeding the standard. Students without texts or who miss class sometimes end up at the bottom of the scale as they do not complete or incorrectly complete anatomy sheets. Need to ensure that students without texts have adequate resources to find anatomy models and terms.	36	64%	25%	11%	

Understand and apply the principles of fitness in terms of cardiovascular endurance, proper weight control, and strength and flexibility through the design of individualized fitness programs.	quiz question - list and describe 7 aspects of wellness	14 points 7 aspects must be listed (1pt) and described (1pt)	Exceeding 13-14 pts Meeting 10-12 pts Approaching 8-9 pts Not Meeting 0-7pts	A majority of students are exceeding or meeting the standard for this quiz question, demonstrating solid knowledge of the aspects of wellness. These numbers are good because we review and elaborate on these aspects in multiple ways thus allowing students to really learn the aspects.	36	53%	31%	11%	6%
1. Understand and apply the principles of fitness in terms of cardiovascular endurance, proper weight control, and strength and flexibility through the design of individualized fitness programs. 3. Demonstrate a thorough grounding in the theory and application of several specific areas of the physical education discipline, including, but not limited to lifetime and team sports. 5. Demonstrate proper safety, judgment, and decision making in regard to potential and actual emergencies.	Change project	The change project involves a 6-week tracking of a change in health habits and the trials of changing those habits. This project is evaluated using a grading rubric.	Exceeding 180-200 pts Meeting 140-179 pts Approaching 100-139 pts Not Meeting 0-99 pts	Over 90% of students are meeting or exceeding the standard for this SLO. This is a semester long project completed both in and outside of class. Numerous check-ins and a solid coverage of change and its challenges seems to be working well. Instructor needs to identify students who may be procrastinating or not completing work to bring up the bottom percentages.	36	56%	36%	3%	8%
Understand and apply the principles of fitness in terms of cardiovascular endurance, proper weight control, and strength and flexibility through the design of individualized fitness programs.	Food label assignment	Complete comparison of 2 sets of similar food labels with detailed evidence for which food is more nutritious.	Exceeding 18-20 pts Meeting 14-17 pts Approaching 11-13 pts Not Meeting 0-10 pts	64% of students meet or exceed the standard. Those students who do not do not complete the second set of labels assigned outside of class or do not defend their answer. Instructor will allow class time to go over outside comparison component.	36	53%	11%	16%	19%

Welding Technology									
Students will operate and troubleshoot different welding processes to produce sound welds with success	1. lab project sheets 2. welder qualification tests	1. lab grading rubric 2. American Welding Society (AWS) welding procedure qualification	1. exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C- not meeting the standard: grade F to D- 2. pass/fail		13	31%	54%	0%	15%
Read and correctly interpret both basic and advanced welding fabrication blueprints, including welding symbols, weld testing symbols, structural steel shapes and welding specifications.	1. blueprint quiz 2. lab project #1 3. lab project #2 4. lab final	1. written exam by % 2. industrial/ornamental fabrication project rubric 3. industrial/ornamental fabrication project rubric 4. written exam by %	exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C- not meeting the standard F to D-		13	54%	23%	8%	15%
Work with various types of welding equipment according to prescribed safety standards	1. safety violations quiz 2. safety in welding quiz	1. written exam by % 2. written exam by %	exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C- not meeting the standard: grade F to D-		13	85%	15%	0%	0%
Students will operate and troubleshoot different welding processes to produce sound welds with success.	1. lab project #1 2. lab project #2	industrial/ornamental fabrication project rubric	exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C- not meeting the standard: grade F to D-		13	54%	23%	8%	15%
Students will operate and troubleshoot different welding processes to produce sound welds with success.	Oxy/fuel 1. oxy theory quiz 2. chapter 32 test 3. lab project sheet S.M.A.W. 1. polarity quiz 2. test prep questions 1-10 3. chapter 3 homework review questions 4. lab projects	oxy/fuel 1. written exam by % 2. written exam by % 3. lab grading rubric S.M.A.W. 1. written exam by % 2. written exam by % 3. written exam by %	Letter grade of student learning outcomes performance is as follows: Exceeding the standard: grade of A to B+ Meeting the standard: grade of C to B Approaching the standard: grade of D to C- Not meeting the standard: grade of F to D-		21	62%	31%	5%	5%

Work with various types of welding equipment according to prescribed safety standards	1. Gas metal arc welding lab setup/demo 2. Gas tungsten arc welding lab setup/demo 3. lab project sheet 4. chapter 2 test, questions 5,6,9,16 5. chapter 10 test, questions 9,23	1. rubric (checklist) 2. rubric (checklist) 3. lab grading rubric 4. written exam by % 5. written exam by %	exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C- not meeting the standard: grade F to D-		21	83%	12%	0%	5%
Work with various types of welding equipment according to prescribed safety standards	Oxy/Fuel 1. Oxy/fuel lab demonstration 2. Oxy/fuel safety quiz #1 3. Chapter 2 test, questions 8, 9, 17, 20 4. Chapter 32 test, questions 5-9, 15, 16, 23 5. Lab project sheet	1. checklist 2. written exam by % 3. written exam by % 4. written exam by % A = 100 - 93, A- = 92-89, B+ = 88-86, B = 85-82, B- = 81-79, C+ = 78-76, C = 75-72, C- = 71-69, D+ = 68-66, D = 65-62, D- = 62-60, F = 59-0 5. Lab grading rubric	Letter grade of student learning outcomes performance is as follows: Exceeding the standard: grade of A to B+ Meeting the standard: grade of C to B Approaching the standard: grade of D to C- Not meeting the standard: grade of F to D-		21	76%	19%	0%	5%
Qualification for certification according to A.W.S. standards	welder qualification tests	American Welding Society (AWS) welding procedure qualification	pass/fail		13	40%	30%	15%	15%
Students will operate and troubleshoot different welding processes to produce sound welds with success.	1. lab project sheet 2. Gas metal arc welding troubleshooting quiz 3. Gas tungsten arc welding troubleshooting quiz 4. chapter 10 test 5. chapter 15 test	1. lab grading rubric 2. written exam by % 3. written exam by % 4. written exam by % 5. written exam by %	exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C- not meeting the standard: grade F to D-		21	40%	23%	32%	5%
Accounting									
Students will be able to write coherent texts	Exams	Exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment of this objective shows that students are exceeding and meeting the objectives.	21	45.45%	36.36%	13.63%	4.54%

To prepare financial statements manually in accordance with generally accepted accounting principles (GAAP). 1. Students will prepare in proper format an income statement.	Exam – income statement question	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Based on data from all sections, 71% meet or exceed SLO; will continue to reassess after more data is gathered	19	52.63%	10.53%	0.00%	36.84%
Students will prepare in proper format a classified balance sheet.	Exam- balance sheet question	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Based on data from all sections, 68% meet or exceed SLO; will reassess after more data is gathered	22	54.55%	13.64%	4.55%	27.27%
Students will prepare in proper format an income statement.	Exam – income statement question	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Based on data from all sections, 71% meet or exceed SLO; will continue to reassess after more data is gathered	21	66.67%	14.29%	4.76%	14.29%
Students will prepare in proper format an income statement	Exam – income statement question	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Data from all sections shows 71% meet or exceed SLO; will continue to reassess after more data is gathered	17	41.18%	52.94%	0.00%	5.88%
Students will prepare in proper format a classified balance sheet.	Exam- balance sheet question	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Based on Data from all sections, 68% meet or exceed SLO; will reassess after more data is gathered	20	55.00%	15.00%	15.00%	15.00%
Students will prepare in proper format a classified balance sheet.	Exam- balance sheet question	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Based on data from all sections, 68% meet or exceed SLO; will reassess after more data is gathered	22	54.55%	22.73%	0.00%	22.73%
Students will prepare in proper format an income statement.	Exam – income statement question	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Based on total data for all sections, 71% meet or exceed SLO; will continue to reassess after more data is gathered	22	31.82%	18.18%	9.09%	40.91%
Students will be able to use PowerPoint to create a document that could be used in another class.	Exams	Exam questions and assignments	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Satisfied with these results as the students that fell in the "Fails to meet" category are again the ones that failed to come to class or turn in their completed work.	20	60%	15%	0%	25%

Students will demonstrate the ability to prepare complex multi-step income statements.	Exam – income statement question	Exam Question - multi-step income statement	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	88% meet or exceed SLO; will continue as existing strategy.	16	59.50%	28.00%	3.00%	9.50%
Students will be able to use a spreadsheet to create a document that could be used in another class.	Exams	Exam questions and assignments	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Satisfied with these results as the students that fell in the "Fails to meet" category are again the ones that failed to come to class or turn in their completed work.	20	60%	15%	0.00%	25%
Students will demonstrate a fundamental understanding of presentation software.	Exams	Exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Students exceed the learning objective for presentation software so will continue in the same vein.	24	95.83%	4.16%	0.00%	0.00%
Students will prepare in proper format a classified balance sheet.	Exam question - classified balance sheet	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Based on data from all sections, 68% meet or exceed SLO; will reassess after more data is gathered	20	40.00%	15.00%	10.00%	35.00%
Students will demonstrate a fundamental understanding of a word processing software program	Exams	Exam questions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment of this objective shows that students are exceeding the learning objective. My adjustment will be to review the less common features of Word.	24	83.33%	12.50%	0.00%	4.16%
Students will demonstrate the ability to prepare classified balance sheet.	Exam question - classified balance sheet	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60	88% meet or exceed SLO; will continue as existing strategy.	16	75.00%	13.00%	6.00%	6.00%
Students will demonstrate the ability to prepare cash flow statements.	Exam Question - Cash Flow Statements	Exam question multi-step problem	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	69% meet or exceed SLO; will continue as existing strategy and reassess after more data is gathered	16	44.00%	25.00%	0.00%	31.00%
Students will be able to create a database file	Exam, assignments	Test Questions Home Work No. 1	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	None needed	44	50%	31%	0%	19%
Students will demonstrate a fundamental understanding of a spreadsheet software program	Exam	Exam questions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment of this objective shows that students are exceeding the learning objectives. My adjustment will be to reinforce all concepts of Excel.	24	83.33%	8.33%	8.33%	0.00%

Students will be able to use word processing to create a document that could be used in another class	Exams	Exam questions and assignments	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Satisfied with these results as the students that fell in the "Fails to meet" category are the ones that failed to come to class or turn in their completed work.	20	80%	5%	0%	15%
Students will develop proficiency in oral discourse	Oral Presentations	Oral presentations graded through rubrics and peer assessment	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment of this objective shows that students had a better understanding and performance of informative speeches.	21	Informa-tive speeches 76.19% Persua-sive speeches 61.90%	Informa-tive speeches 19.04% Persua-sive speeches 9.52%	Informa-tive speeches 4.76% Persua-sive speeches 19.04%	Informa-tive speeches 0% Persua-sive speeches 9.52%
Business & Technology Management									
Formulate strategies for international business planning; conduct situation analysis; identify strengths and weaknesses; review the functions of marketing, production, and finance; develop entry strategies and organizational structures; discuss political risk and its management; and describe decision-making processes and controls.	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #8-11 (4) Application Focused Activity (AFA) Exam #3 Final Exam (True-False #11-15; Multiple Choice #36-43; Short Essay Question #53) 25% of Project	4 RATs and 1 AFA Exam each scale of 0-10 (total 50 points); high scores indicate better performance Final Exam questions: T/F = 0-5, MC = 0-16, SE = 0-5, Total = 0-24 Project = 0-25 Total for LO3 = 101 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5%	Reduce the total number of concepts to be covered so that students can comprehend the key concepts.	24	0%	29%	29%	42%

Define motivation; examine the hierarchy-of-needs; apply motivation theories to achieve employee satisfaction in international human resource management; compare and contrast different leadership styles of U.S., European, Japanese, Chinese, and other regions; discuss the recruitment of international managers, and the various sources, selection processes, and training	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #12-14 (3) Application Focused Activity (AFA) Exam #4 Final Exam (True-False #16-20; Multiple Choice #44-50; Short Essay Question #54) 25% of Project	3 RATs and 1 AFA Exam each scale of 0-10 (total 40 points); high scores indicate better performance Final Exam questions: T/F = 0-5, MC = 0-14, SE = 0-5, Total = 0-24 Project = 0-25 Total for LO4 = 89 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5%	Provide more complex Application Focused Activities in order for students to deepen their comprehension	24	21%	38%	25%	17%
Define culture; compare and contrast cultural differences across nations; examine the challenges of managing across cultures; identify organizational culture, the value of diversity, and the principles of building a multicultural team; analyze various communication styles and the challenge inherent in language values, and cultural differences; and develop effective skills to communicate, negotiate, and bargain across cultures.	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #4-7 (4) Application Focused Activity (AFA) Exam #2 Final Exam (True-False #6-10; Multiple Choice #21-27; Short Essay Question #52) 25% of Project	4 RATs and 1 AFA Exam each scale of 0-10 (total 50 points); high scores indicate better performance Final Exam questions: T/F = 0-5, MC = 0-14, SE = 0-5, Total = 0-24 Project = 0-25 Total for LO2 = 101 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5%	Reduce the total number of concepts to be covered so that students can comprehend the key concepts.	24	0%	21%	29%	50%

Explain the environment in which international businesses operate; identify trends towards globalization and international linkage; analyze the political, legal, and technological environment; and discuss the importance of ethics and social responsibility in managing international business.	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #1-3 (3) Application Focused Activity (AFA) Exam #1 Final Exam (True-False #1-5; Multiple Choice #21-27; Short Essay Question #51) 25% of Project	3 RATs and 1 AFA Exam each scale of 0-10 (total 40 points); high scores indicate better performance Final Exam questions: T/F = 0-5, MC = 0-14, SE = 0-5, Total = 0-24 Project = 0-25 Total for LO1 = 89 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5%	Provide more complex Application Focused Activities in order for students to deepen their comprehension	24	0.00%	42%	25%	33%
Business Administration - AAS									
Students will calculate trade and cash discounts.	Exam	Exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	18	61.11%	16.67%	0.00%	22.22%
Understand entrepreneurship and its varying amount of control, risk, freedom and financial reward; differentiate different forms of business ownership; grasp the value of business plans; appreciate the complexity of ethical dilemmas, make ethically sound decisions; understand management responsibilities and the importance of mission statements, and develop measureable goals.	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #7-9 (3) Application Focused Activity (AFA) Exam #3 Final Exam (True-False #17-24; Multiple Choice #49-52; Short Essay Question #63).	3 RATs and 1 AFA Exam each scale of 0-10 (total 40 points); high scores indicate better performance Final Exam questions 0-20 (total 20 points) Total for LO3 = 60 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5%	Reduce the total number of concepts to be covered so that students can comprehend the key concepts	65	5%	14%	20%	62%

Students will calculate retail topics such as markups and markdowns	Exam	Exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	20	35.00%	10.00%	40.00%	15.00%
Recognize organizational structures; understand how organizations recruit, select, and hire employees; recognize various communication styles and improve personal relationships; motivate workers and delegate authority; discover customers' needs and wants; manage the marketing mix, market research and target marketing; and recognize the importance of customer satisfaction	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #10-12 (3) Application Focused Activity (AFA) Exam #4 Article Abstract #2 Final Exam (True-False #25-32; Multiple Choice #53-56; Short Essay Question #64).	3 RATs and 1 AFA Exam each scale of 0-10 (total 40 points); high scores indicate better performance Final Exam questions 0-20 (total 20 points) Article Abstract (50 points) Total for LO4 = 110 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5%	Provide more complex Application Focused Activities in order for students to deepen their comprehension	65	17%	18%	20%	45%
Students will find the payments for annuities and sinking funds.	Exam	Multi step exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	15	6.67%	33.33%	0.00%	60.00%

Students will calculate retail topics such as markups and markdowns	Exam	Exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	18	27.78%	0.00%	38.89%	33.33%
Students will calculate financial ratios relating to stocks, bonds and mutual funds.	Exam	Exam questions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	15	53.33%	13.33%	0.00%	33.33%
Students will calculate simple and compound interest and simple discount	Exam	Exam Questions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	15	0.00%	13.33%	33.33%	53.33%
Students will calculate trade and cash discounts.	Exam	Exam questions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	20	35%	35%	0%	30%

Students will calculate financial ratios relating to stocks, bonds and mutual funds.	Exam	Exam questions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	14	42.86%	42.86%	7.14%	7.14%
Students will calculate simple and compound interest and simple discount	Exam	Exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	15	20.00%	26.67%	20.00%	33.33%
Explain the importance of profit, interpret financial data, distinguish spending frivolously and building wealth, accept certain risks in business, connect business activities with standard of living and quality of life, and recognize the importance of the triple bottom line (people, planet, and profits).	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #1-3 (3) Application Focused Activity (AFA) Exam #1 Article Abstract #1 Final Exam (True-False #1-8; Multiple Choice #41-44; Short Essay Question #61).	3 RATs and 1 AFA Exam each scale of 0-10 (total 40 points); high scores indicate better performance Final Exam questions 0-20 (total 20 points) Article Abstract (50 points) Total for LO1 = 160 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5%	Provide more complex Application Focused Activities in order for students to deepen their comprehension	65	12%	25%	23%	40%
Students will find the payments for annuities and sinking funds.	Exam	Exam question	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses.	15	33.33%	20.00%	13.33%	33.33%

Create solutions to meet customers' needs and wants; develop "differences" in goods and services; understand that value equals price plus customer benefits; develop plans to communicate to customers; set, communicate goals, manage campaigns, and select promotional tools and media vehicles.	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #13-14 (2) Application Focused Activity (AFA) Exam #5 Final Exam (True-False #33-40; Multiple Choice #57-60; Short Essay Question #65).	2 RATs and 1 AFA Exam each scale of 0-10 (total 30 points); high scores indicate better performance Final Exam questions 0-20 (total 20 points) Total for LO5 = 50 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5	Reduce the total number of concepts to be covered so that students can comprehend the key concepts	65	2%	26%	23%	49%
Discuss fiscal and monetary policies, recognize the relationship between business and government, explain economic indicators and business cycles, assess global trends and recognize different legal, political, and ethical environments, and sharpen leadership skills for future management positions.	Pre-class reading and comprehension of relevant chapters tested by: Readiness Assessment Tests (RATs) #4-6 (3) Application Focused Activity (AFA) Exam #2 Final Exam (True-False #9-16; Multiple Choice #45-48; Short Essay Question #62).	3 RATs and 1 AFA Exam each scale of 0-10 (total 40 points); high scores indicate better performance Final Exam questions 0-20 (total 20 points) Total for LO2 = 60 points	Exceeds >=89.5% Meets 79.5%-89.4% Approaches 69.5%-79.4% Fails to Meet < 69.5	Reduce the total number of concepts to be covered so that students can comprehend the key concepts	65	8%	22%	28%	43%
Business and Professional Golf Management									
Perform common golf club repairs such as; re-shafting irons and metal woods, measuring and adjusting the loft and lie of irons, measuring and cutting a club to length, re-gripping and changing the grip size of a club and measuring and adjusting a club's swing weight	Exam questions, activity lists	Students were required to demonstrate competence in these areas by performing each club repair activity listed Test Questions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand how to perform these activities adequately. The person who failed to meet the standard simply did not do a few of the assignments. No changes are planned at this time	15	40%	47%	6%	6%

Describe how golf shop floor plans and merchandise displays help to sell products	Exam questions, assignments	Rubric: A grading rubric was designed to assess the Merchandise Display Evaluation Assignment. Test questions - Consists of true/false, multiple-choice, matching, and/or short answers. Answers are either correct or incorrect and a percentage is calculated.	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time	16	43%	50%	6%	0%
Define several concepts central to the Association, including PGA recognized golf facility, head golf professional, and assistant golf professional	Exam question, activity packet	Rubric: Assignments: Students are given a grade based on the number of correct answers for each assignment, i.e. 8 correct out of 11 = 73%. A zero is given to those who fail to turn in the assignments on time. Test questions – Consists of true/false, multiple-choice, matching, and short answers. Answers are either correct or incorrect and a percentage is calculated.	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time.	15	60%	33%	6%	0%
Describe the common approaches for pricing merchandise	Pricing assignment, test questions	Rubric: Assignment – a grading rubric was established to assess the students' knowledge of pricing theory, hard goods vs. soft goods markups, and gross margin calculations. Test questions – Consists of true/false, multiple-choice, matching, and/or short answers. Answers are either correct or incorrect and a percentage is calculated	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time	16	75%	25%	0%	0%
Exhibit knowledge of computer applications as it relates to merchandise inventory, budgets, lessons, tournament set-ups, tee times, and written communications.	Web page project	Create a web page	Exceeding: The webpage was creative, included required links & pictures. Meeting: The webpage was somewhat creative, included most of the required links and some pictures. Approaching: The webpage lacked creativity, included some but not all of the required links and pictures. Failing to Meet: Student failed to submit the webpage in a timely manner or failed to submit the webpage.	None needed	10	40%	50%	0%	10%

Develop an understanding of the basics of club design, repair, and club fitting.	Student report	Student report	Exceeding: Report included all the required information. Meeting: Report covered most of the required information. Approaching: Report covered some of the required information. Failing to Meet: Student failed to cover most of the required information or failed to submit the report.	None needed	10	70%	30%	0%	0%
Identify the key requirements for good customer relations (and potential causes of problems) and understand and use the five-step GEODE model	Test questions, in class assignments	Rubric: In-class assignments: A rubric based on preparedness, willingness to participate, and the proper use of the appropriate interpersonal skill or interaction strategy has been established. This assessment is somewhat subjective however. Test Questions – Consists of true/false, multiple-choice, matching, and short answers. Answers are either correct or incorrect and a percentage is calculated. In-class assignment grades and test scores are averaged for a final grade	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time	16	18.00%	73%	12%	0%
Identify the essential elements of good fleet maintenance, repair and storage	Exam questions	Test questions – Consists of true/false, multiple-choice, matching, and/or short answers. Answers are either correct or incorrect and a percentage is calculated	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time.	15	40%	40%	20%	0%
Assess a facility's golf car needs and determine fleet size and equipment requirements	Exam question, activity assignment	Rubric: Assignments: Students are given a grade based on the timeliness and thoroughness of the activity. A zero is given to those who fail to turn in the assignments on time. Test questions – Consists of true/false, multiple-choice, matching, and/or short answers. Answers are either correct or incorrect and a percentage is calculated.	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time	15	27%	60%	6%	6%

Define the open-to-buy budget is and how it helps you to manage a shop's inventory investment	Test questions, assignments	Students were required to calculate their own buying plans based on an assigned merchandise category; twice	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment results demonstrate that students need time and practice to understand the OTB budget plan and ultimately understand the learning objective. No changes are planned at this time.	16	18%, 94%	31% 6%	0%, 0%	50%, 0%
Demonstrate proficiency as a teacher, coach: how to teach the student, whether private, group or clinic, and have a working knowledge of the golf swing and how to correct it.	Student report		Exceeding: Report included all the required information. Meeting: Report covered most of the required information Approaching: Report covered some of the required information. Failing to Meet: Student failed to cover most of the required information or failed to submit the report	No action needed	10	30%	50%	10%	10%
Develop attractive and effective resumes and cover letters	Rough draft and final draft of cover letter and resume Test Questions	Rubric: A grading rubric was established for rough and final drafts of cover letter and resume and a grade assigned. Test questions – Consists of true/false, multiple-choice, matching, and/or short answers. Answers are either correct or incorrect and a percentage is calculated	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand the importance and of writing effective cover letters and resumes. No changes are planned at this time.	15	67%	27%	6%	
Describe common promotional vehicles and how to stage a promotional event	Exam question, assignment	Rubric: Assignment – a grading rubric was established to assess the students' knowledge of promotional vehicles. Test questions - Consists of true/false, multiple-choice, matching, and/or short answers. Answers are either correct or incorrect and a percentage is calculated.	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time	16	38%	63%	0%	0%

Describe the PGA's organizational structure, including its Officers, Board of Directors, Board of Control and Sections	Exam question, activity packet	Rubric: Assignments: Students are given a grade based on the number of correct answers for each assignment, i.e. 8 correct out of 11 = 73%. A zero is given to those who fail to turn in the assignments on time. Test questions – Consists of true/false, multiple-choice, matching, and/or short answers. Answers are either correct or incorrect and a percentage is calculated	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes are planned at this time	15	40%	40%	20%	0%
Computer Information Systems									
Using various programming languages, students will create objects and complete programs. They will also evaluate and review programs with errors and classify the type of correction needed.	Exam	Exam 2 part 2 debug 5 computer programs or sections of programs	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	To close the loop on this outcome it is essential that this class be given lab time in a computer lab so that students can get hands on experience with the instructor available for immediate feedback.	20	25.00%	45.00%	20.00%	10.00%
The student will understand and write a programming code.	Assignment	Assignment--create the code for Unit E of their course directed programming project.		The four students (20%) that failed to meet the outcome were the result of the students not turning in the work.		75.00%	5.00%	0.00%	20.00%
Students should be able to demonstrate an essential understanding of network and data communications terminology and design principles, assessed by individual chapter quizzes.	Chapter quizzes	Chapter quizzes	Exceeds >=90% Meets 70%-89% Approaches 60%-69% Fails to Meet < 60%	These results were substantially better than previous classes (anecdotal observation). The introduction of required practice tests may have helped. Also – and I think significant – there was a "cohort" of highly motivated and interested students (and this is an external factor).	19	42%	42%	11%	5%

In a team context, students will test the operation of ad hoc wireless networks by performing measurements of data throughput by varying distance and interference parameters, then analyze experimental results compared to theoretical performance, and present and document their findings.	Exam questions, assignments	Wireless Experiments, Group Project Description **Your goal:** Perform the following experiments and produce a scientific report and a presentation on your results. Present your project to the class. **I. Distance and Throughput** Use an ad hoc wireless connection between two laptops and aim for maximum distance. Test connectivity by transferring (copying) a large file (at least 10 MB, larger is better) and carefully timing the transfer. Calculate throughput in bps. Test at close range first and then at maximum range. Once you have determined the maximum range, repeat the test at a mid-point location. **Important:** Explain your results. I recommend you use the running track as your location. **II. Interference** Repeat the above procedure in a "clean" location, record your results, then intentionally introduce noise (interference) or other transmission problems. Determine signal degradation by affecting the transfer rate. Explain your results. Please note that you should repeat these experiments at least twice (science = repeatability). Follow: Hypothesis/Procedure/Results/Conclusions. Tabulate all your results. Also, use graphics from your information to help explain the results. Upload both in a PDF format in one user account. Note that the report should be more detailed than the presentation and include calculations, observations, and comments.	Exceeds >=90% Meets 70%-89% Approaches 60%-69% Fails to Meet < 60%	As this was a four-person-per-group project (and populated to avoid having all the best students in one group), the results were about as expected. The same basic scenario has in the past produced some excellent results. Some points were lost for "taking shortcuts" and not following instructions well. It may help to place more emphasis on this relatively important project – and to further refine the instructions. A quantitative rubric could improve focus.	19	0%	79%	21%	0%

Students should be able to select appropriate network equipment based on specified feature requirements by researching and evaluating commercially available items, documenting their choices and selection rationale	Exam questions, assignments	**Hardware Purchase** You need to research and select for purchase: o A 16-port workgroup switch, capable of a gigabit per second for each port with a fiber uplink. o A backbone switch with high capacity and management (intelligent) capabilities. o An edge or border router with Ethernet or fiber connections as well as WAN connectivity options. o A high-end router to provide connectivity at the core of your network. For each system, provide a paragraph or two summarizing the equipment's capabilities (do not just copy and paste from the specifications), and a price or price range. Be sure to select equipment that meets these general specifications. Also, provide a fully-qualified link to your purchasing source.	Exceeds >=90% Meets 70%-89% Approaches 60%-69% Fails to Meet < 60%	Although the exercise was valuable, redesign this exercise completely with updated information and a much improved rubric. This assignment was graded on perceived effort due to the wide range of answers, the rapid advancement of available equipment, and the level of student knowledge necessary to choose from a broad number of offerings	19	84%	5%	0%	11%
Using various programming languages, students will create complete programs—utilizing objects and straight programming to complete them.	Student project	Final individual project--five page HTML, CSS, and JavaScript interlinked web pages.	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	This outcome looks at the culmination of the entire semester and the final project that students turn in. Based on the rubric for the project, the majority of the students have met or exceeded the outcome and the four that did not were students that did not complete or turn in the project based on the criteria given.	20	45.00%	35.00%	0.00%	20.00%
Students will discuss the reading material and define various computer and programming terms	Exam question	Exam question--Exam One part one--multiple choice on computer terminology definitions	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Additional stress needs to be put on the definition of computer terms in relation to how a computer is used, how the computer uses its components, and how a program uses the components.	20	40.00%	20.00%	15.00%	25.00%

Hospitality Management Associates Degree									
Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	**Module #3:** Develop a menu for a selected restaurant concept **Learning Outcomes**: 1. Develop a concept for a food service establishment for which you will develop a menu. 2. Develop a virtual menu for a food service establishment that will include: Concept Statement; Marketing Feasibility Study; Financial Feasibility Study; Menu items, descriptions and prices in all required categories; other miscellaneous information about your establishment; a thoughtful and creative design and layout of your menu; a thorough and quality final portfolio of all draft and final work. 3. Defend the validity and justification for your selected concept and the resulting menu. **Data Sources:** 1. Complete a menu for a full service restaurant (see attached)	1. Project must contain final version of menu that could be utilized in actual restaurant by guests, plus all of the draft documents that led up to final submission at the conclusion of the semester. 2. Student must make an oral and visual presentation of the menu at the conclusion of the semester. Overall project and presentation is graded using attached rubric.	100 – 85% Exceeding Expectations 84 – 75 % Meeting Expectations 74 – 65 % Approaching Expectations 64 - >% Not Meeting Expectations		22	63.7%	9.0%	4.6%	22.7%
Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and	Course SLO-Students will demonstrate their knowledge of applying demographic information, identify market segments and competitors and apply this	Project outline as supplied by instructor provides key areas required and measurement factors.	Outcomes determined by demonstrating key marketing and menu concepts, direct competitor analysis as well as content presentation format.	Five students in the below expectations category, did not attempt to complete the project, reflecting all of the students in the "not meeting" category. The course description and well as project criteria provides students with the project weight for grading but more emphasis will be	68	60.3%	30.9%	1.5%	7.3%

vehicle for the presentation of food and beverage products.	information when developing a menu concept plan as outlined in a written paper **Text** chapters 1-2 with corresponding case studies. Project criteria supplied by instructor.			placed on this in class presentation of the project along with this summary exhibit to re-enforce the importance of completing this assignment.					
Demonstrate thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Project Two- Students will develop an effective food costing strategy when pricing out a menu for a targeted market segment, use effective merchandizing techniques and menu positioning, which will be incorporated in a final course menu project. Text chapters 1-9 with corresponding case studies and chapter questions as assigned. Project criteria outlined by the instructor .	Project outline as supplied by instructor provides key areas required to meet measurement criteria.	Students will demonstrate fundamental understanding of merchandizing, mechanics, menu descriptions, category development, menu balance as well as costing recipes and menu pricing designed for a specific market. Menu graphic and format stressed.	Nine students did not attempt to complete the assignment which reflects an 13.2% below standards outcome. Action to improve outcomes will include sharing this SLO outcome summary to demonstrate student performance and how they can improve on future performance by providing specific areas in the project that tend to be a weakness in student projects.	68	4.1%	26.4%	10.3%	19.1%
Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Course Learning Outcome #5 - Rationally articulate why menu planning and control decisions have been made in certain situations. Final Exam : Case Study Exercises	Rubric	Exceeding: Responding to the essay questions on the final exam with 85% accuracy or better. Meeting: Responding to the essay questions on the final exam with 74-84% accuracy. Approaching: Responding to the essay questions on the final exam with 65- 74% accuracy. Failing to Meet: Responding to the essay questions on the final exam with less than 64% accuracy.	Develop a rubric whereby students can assess case study presentations as a group. Then incorporate repetition with the rubric. The 12% that did not meet standards, simply did not submit final essay questions. They were instructed to submit them by a deadline and they were not accepted after the deadline. Perhaps this management skill should not be linked to this assessment?	41	85%	0%	3%	12%

Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Course Learning Outcome #4 - Design a menu with a well - defined concept, appropriate items and effective descriptions that merchandise well, utilizing principles of menu mechanics. Final Menu Project	Rubric	Exceeding: Achieving a score of greater than 168 points (84%) on the scoring rubric for the final menu project. Meeting: Achieving a score of 148- 167 points (74 – 84%) on the scoring rubric for the final menu project. Approaching: Achieving a score of 130- 147 points (65- 74%) on the scoring rubric for the final menu project Failing to Meet: Achieving a score of 129 points (64.5%) or less on the scoring rubric for the final menu project.	At midterm evaluations, reinforce the need for tutoring to pass the class. Have them meet with their group at a soft deadline date they will then assess each other's progress on the project and/or inspire each other. Institution of a PSI would help significantly as these first semester students often need coaching on project management.	41	64%	5%	7%	25%
Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Module #2: Understanding Menu Math Learning Outcomes: 1. Identify the various operating cost categories of a food and beverage operation and be able to develop a profit and loss statement and formulate a budget for a restaurant. 2. Understand and compute food costs and selling prices for individual menu items as well as for the overall menu. 3. Understand the processes of using standardize recipes; yield tests; and menu conversion formulas and solve related virtual problem sets 4. Understand the concept of menu engineering; describe the steps	The highest grade from the two math tests given counts as grade.	100 – 85% Exceeding Expectations 84 – 75 % Meeting Expectations 74 – 65 % Approaching Expectations 64 - >% Not Meeting Expectations		22	54.5%	22.8%	9.1%	13.6%

	within the process; and demonstrate your comprehension by solving related problem sets. 5. Recognize the difference between variables that limit or influence menu item selections. **Measures** 1. Take home review tests turned in after lectures on the following class period, in class practices, and text reading assignments. 2. Two quizzes of which student receives credit for the higher of the two grades, one given in week #4 and the second in week #12. Sample quiz (see attached) 3. Menu costing sheets for final project completed in class and turned in next class period in final format.								

Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Project Three- Students will research and collect and evaluate the strengths and weaknesses of 5 menus from at least 3 different market segments and discuss them in a written format. Chapter 1-6, corresponding cases studies, chapter assignments and class lecture and discussion will allow students to critique the menus for strengths and weaknesses.	The criteria outline as supplied by the instructor for the project, details key concepts regarding target market, theme, key menu strategies and effectiveness in menu merchandizing, mechanics and design as well as other tools used in menu construction, that the students will assess and critique.	The students projects will be measured by the strength and weakness analysis and ability to justify in writing their finding and assertions, based on course content and application	Nine students did not attempt to complete the assignment accounting for 13.2% not meeting the standard. To improve outcomes, this SLO summary will be shared with students in advance of the project due date along with feedback on where students tend to demonstrate lower performance. *Comments- This class was taught in 3 sections. In one section, the class room was at capacity which led to cramped space for students. Additionally, there was no electronic overhead projector, contributing to difficulty in presenting materials and examples from the text to supplement lecture slide presentation. The tight space created poorer student attention and peer pressure that may have led to mediocre performance. The results for this section were much lower than the other two sections, with more students choosing not to complete the assignment.	68	41.2%	23.5%	17.6%	17.6%
Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Course Learning Outcomes: Describe the structure of the industry and the specific characteristics of types of menus relevant to various establishments in the Hospitality industry. Discussion/Essay and Matching questions	Rubric	Answering questions about the structure of the industry and the characteristics of menus Exceeding: with 85% accuracy or better Meeting: with 74-84% accuracy. Approaching: with 65-74% accuracy Not Meeting: with 64% accuracy or lower.	For the 15% that could improve, I would continue to reinforce the need to read the materials and take notes	41	85%	10%	5%	

Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	**Course Learning Outcome # 2-** Define considerations involved in menu planning for different kinds of operations, and identify the physical characteristics of a good menu. Recognize and differentiate the variables that limit or influence menu item selection. Look at competition and visualize how they target their market. **Menu Collection Project:** Menus of different operations presented with physical characteristics of the menus identified and variables differentiated.	Rubric	Exceeding: greater than (84%) Meeting: 74 – 84% Approaching: 65- 74% Failing to Meet: 64% or less	Continue to nag those that choose to not submit things within deadline. (the 10% that submitted nothing)	41	78%	5%	0%	10%
Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Course Learning Outcome #3 - Identify costs and calculations involved in food service management. Compute food costs and selling prices for specific menu items and for a complete menu utilizing standard recipes, yield tests and other specialized techniques. Final Exam - computing food costs and selling prices, and yield calculations	Rubric	Exceeding: 85% or better. Meeting: 74-84% accuracy. Approaching: 65- 74% Failing to Meet: 64% or lower	At midterm evaluations, reinforce the need for tutoring to pass the class. Incorporate Peer Supplemental Instructors who attend class and then conduct review sessions at times outside of class time. PSI's will also provide written feedback to the instructor, explaining the progress, the challenges and the attendance pattern of students at review sessions.	41	43%	19.5%	19.5%	17%

Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products.	Module #1: Understanding Menus Learning Outcomes: 1. Describe the history and use of menus. 2. List the characteristics of each major type of food service establishment. 3. Recall the categories of a menu and list menu items appropriate to each. 4. Describe the physical characteristics of an effective menu. 5. List and describe the legal and ethical requirements of a menu 6. Visualize and define a dining establishment's concept by analyzing its menu **Data Sources** Collect 3 hard copy and 3 internet menus from full service restaurants and prepare a Concept Analysis Worksheet for all six menus addressing the 8 characteristics of a full service restaurant. Quizzes	Has student demonstrated understanding of 8 characteristics of a full service restaurant by articulating the analysis of each restaurant menu collected? (8 characteristics x 6 menus @ 1 pt each = percentage calculated) Each quiz and comprehensive midterm graded on basis of 100% Grades 1 and 2 above added and divided by total number	100 – 85% Exceeding Expectations 84 – 75 % Meeting Expectations 74 – 65 % Approaching Expectations 64 - >% Not Meeting Expectations		22	54.5%	9.1%	18.2%	18.2%
Culinary Arts AAS									
Display familiarity with food and beverage cost control systems, including accounting systems applied to sales, food, beverage and labor cost controls.	Course Learning Outcome: Understand the tools and methods applicable to cost analysis. **Data source:** Final Exam	Grading scale	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	More group interaction- working through math problems. Understand more reasoning and application of material	34	47%	8.8%	14.7%	29.4%

Demonstrate knowledge of the basic principles of nutrition, including familiarity with carbohydrates, fats, proteins, vitamins, minerals, and water.	Final Exam Grades assess the following outcomes: 1. describe nutritional guidelines 2. list specific nutrients and identify foods necessary to maintain and promote health and prevent disease. 3. recognize reliable sources of nutrition information 4. plan and market nutritionally sound menus 5. utilize computerized technology to analyze recipes, menus, or personal dietary data 6. modify recipes using healthy ingredients and cooking techniques 7. discuss nutritional concerns of particular segments of the population	Grading scale	exceeding: 85 or above meeting: 75-84 approaching: 65-74 not meeting:	1) To address lack of student preparation for class: 5-10 minute small-group review time at the end of each class so that all students can be engaged in the material covered during that lecture and will have an opportunity to clarify understanding and ask questions Assigning daily homework that is linked more tightly with the material we are covering in lecture will serve to improve performance, as it will give students yet another opportunity to reinforce what they've learned in the lecture. Past homework focused more on the culinary application of the concepts learned in class, and, while fun, it may be more important to stick with a basic reinforcement of some of the learning outcomes. 2) Incorporation of Service-Learning project in spring 2013 semester, in which students are engaged in community nutrition education in a hands-on way	34	58.8%	17.6%	11.7%	11.7%
Display familiarity with food and beverage cost control systems, including accounting systems applied to sales, food, beverage, and labor cost controls.	Course Learning Outcome #2- Analyze data from financial statements. Quiz 1Questions- (16,17) specifically	Grading scales	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	Review, group/individual homework opportunities.	34	47.06%	35.29%	20.59%	14.71%
Display familiarity with food and beverage cost control systems, including accounting systems applied to sales, food, beverage, and labor cost controls.	**Course Learning Outcome #3-** Interpret the need and use of technology assistance for Food and Beverage establishments. Group Project	Rubrics, paper/presentation	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	Review rubrics for functionality, assessing pertinent information.	34	52.94%	35.29%	11.76%	0%

Understand and apply the vocabulary and practical skills required of the culinary professional, including cooking principles, food science, sanitation, and safe use and care of equipment.	**Course SLO:** Apply knowledge of proper cooking techniques and safety and sanitation principles and practices. **Final Practical Exam:** 60 minute cook time, create 2 portions of a dish; include protein, vegetable, starch, sauce, functional garnish	Grading Rubric	See attached	Re-write rubric to address specific criteria within the exercise.	75	49.34%	30.67%	4%	16% * reflects students still enrolled that did not complete assignment
Demonstrate knowledge of the basic principles of nutrition, including familiarity with carbohydrates, fats, proteins, vitamins, minerals, and water.	Final course grades to address course SLOs: 1. describe nutritional guidelines 2. list specific nutrients and identify foods necessary to maintain and promote health and prevent disease 3. recognize reliable sources of nutrition information 4. plan and market nutritionally sound menus 5. utilize computerized technology to analyze recipes, menus, or personal dietary data 6. modify recipes using healthy ingredients and cooking techniques 7. discuss nutritional concerns of particular segments of the population	grading scale	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	1) To address lack of student preparation for class 5-10 minute small-group review time at the end of each class so that all students can be engaged in the material covered during that lecture and will have an opportunity to clarify understanding and ask questions Assigning daily homework that is linked more tightly with the material we are covering in lecture will serve to improve performance, as it will give students yet another opportunity to reinforce what they've learned in the lecture. Past homework focused more on the culinary application of the concepts learned in class, and, while fun, it may be more important to stick with a basic reinforcement of some of the learning outcomes. 2) Incorporation of Service-Learning project in spring 2013 semester, in which students are engaged in community nutrition education in a hands-on way	38	47.3%	23.7%	7.9%	21.1%

Understand and apply the vocabulary and practical skills required of the culinary professional, including cooking principles, food science, sanitation, and safe use and care of equipment.	Course SLO: Demonstrate proficiency of several classical vegetable cuts using a variety of ingredients. Practical Exam: small dice, julienne, tourne, rondelle using at least three different vegetables	Grading Rubric used		Revise rubric; it currently does not put enough weight on student skill.	80	45%	40%	10%	5% * reflects students still enrolled that did not complete assignment
Hospitality Management BBA									
Analyze marketing strategies in order to gain sustainable competitive advantages within the hospitality industry.	**Course Learning Outcome 1** - Be able to effectively answer the question: What is marketing? Through definitions, differentiating between marketing services and products, and understanding the hospitality and travel marketing system. **Data Sources:** Written examinations Final course project In-class group exercises and reactions presentations	Grading scale – 0-100 Rubric used for final course project	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	The data represented in learning outcome 1 pertains to examinations. Based upon the data, it appears that either I need to make exams more difficult or I need to become more rigorous when it comes to grading the submissions.	15	53%	33%	13%	0%
Analyze marketing strategies in order to gain sustainable competitive advantages within the hospitality industry.	Written examinations Final course project	Grading scale – 0-100 Rubric used for final course project	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	This data pertains to class participation and in-class graded discussion assignments and exercises. Student participation in this section was very strong – and usually of very high quality. As a result the assessment results were skewed at the high end of the scale.	41	67%	33%		

Analyze marketing strategies in order to gain sustainable competitive advantages within the hospitality industry.	**Course Learning Outcome #4:** Understand the complexities of implementing a marketing plan to answer the question: How do we get there? This will be completed through identifying product development, partnerships, service quality, packaging, programming, understanding the distribution mix, communications, advertising, sales promotions, merchandising, personal selling, public relations, and pricing. **Data Sources:** Written examinations Final course project	Grading scale – 0-100 Rubric used for final course project	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	The data specifically for learning outcomes 3, 4, and 5 were related to the final course project. Based upon these results, I am aware that the project needs to be explained better from the onset. Additionally, it needs to be presented earlier in the semester. New locations need to be secured. Expectations for written submission and presentation need to be expanded.	41		100%		
Analyze marketing strategies in order to gain sustainable competitive advantages within the hospitality industry.	**Course learning outcome #3:** Analyze an organization's ability to plan marketing and advertising campaigns through evaluating segmentation, trends, positioning and marketing objectives. **Data sources:** Written examinations Final course project	Grading scale – 0-100 Rubric used for final course project	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	The data specifically for learning outcomes 3, 4, and 5 were related to the final course project. Based upon these results, I am aware that the project needs to be explained better from the onset. Additionally, it needs to be presented earlier in the semester. New locations need to be secured. Expectations for written submission and presentation need to be expanded.	41		100%		

Analyze marketing strategies in order to gain sustainable competitive advantages within the hospitality industry.	**Course Learning Outcomes #5:** Discuss the importance of controlling and evaluating the marketing plan by answering the questions: How do we make sure we get there? And: How do we know if we got there? **Data Sources:** Written examinations Final course project	Grading scale – 0-100 Rubric used for final course project	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	The data specifically for course learning outcomes 3, 4, and 5 were related to the final course project. Based upon these results, the project needs to be explained better from the onset and presented earlier in the semester. New locations need to be secured. Expectations for written submission and presentation need to be expanded.	41		100%		
Hotel & Resort Management									
Demonstrate knowledge of convention management and service, including ways to service groups effectively.	Written/hourly exams 1 & 2 used as outline for course project SEMESTER PROJECT grading RUBRIC attached AH&LAS certification exam	average of final course grades average of written exams 1 &2 average of semester project grades AH&LA certification exam grades	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below		41	58%	28%	13%	1%
Demonstrate knowledge of convention management and service, including ways to service groups effectively.	AH&LA certification exam written exams 1,2 & 3	100 question AH&LA certification exam Roster report including grades and score distributions attached	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below		41	57%	32%	9%	2%
Travel & Tourism Management									
Demonstrate knowledge of convention management and service, including ways to service groups effectively.	written hourly exams 1&2 used as outline for course project SEMESTER PROJECT grading RUBRIC attached AH&LAS certification exam	average of final course grades average of written exams 1 & 2 average of semester project grades AH&LA certification exam grades	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below		41	57%	32%	9%	2%
Demonstrate knowledge of convention management and service, including ways to service groups effectively.	AH&LA certification exam written exams 1, 2 & 3	100 question AH&LA certification exam. Roster report including grades and score distributions attached.	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below		41	57%	32%	9%	2%

General Studies									
Science				67% of students meet or exceed expectations in this learning outcome, with target of 75%. Undershooting by 8% is not a large variation. We recommend monitoring future student assessment in this outcome to determine if changes are warranted. It may be valuable if instructors emphasize Learning Outcome 1 with an extra assignment to reinforce understanding methods of observation.	285	32%	35%	9%	23%
Science		The measure has been changed by the department to read: Demonstrate understanding of scientific principles and methodology in the science of their choosing.		Change the wording of the measurable outcome: from "Demonstrate a solid grounding in the science of their choosing" to "Demonstrate understanding of scientific principles and methodology in a science of their choosing."					
Teacher Education Transfer									
Students will demonstrate a basic understanding of the history, sociology, and philosophy of education.	Station Activity – Draw an organizational chart of school personnel and describe the duties of each position to demonstrate an understanding of educational policy and school law, organization, administration, and financing of American education.	rubric	Exceeding: completed with many details Meeting: completed with some detail Approaching: Completed with little detail. Did not describe duties of each position Not Meeting: Incomplete	This is an easy assignment if students choose to do it.	20	47%	32%	21%	0%
Students will begin to develop an educational philosophy.	Personal Educational Philosophy Statement	Rubric	Exceeding: Detailed description of personal philosophy demonstrating applications of major philosophies Meeting: Description of personal philosophy with some applications of major philosophies. Approaching: Superficial description of personal	Students are just beginning to develop their own personal philosophies. Need to walk through the questions that they should consider and help them formulate a statement.	20	20%	30%	40%	10%

			philosophy with only minor applications of major philosophies. Not Meeting: Little or no mention of major philosophies						
Students will demonstrate a basic understanding of the history, sociology and philosophy of education.	Compare and contrast idealism and pragmatism. Which of these philosophies are you mostly likely to see being practiced in American schools today? Explain why. (Question on Test)	rubric	Exceeding: Detailed compare and contrast of philosophies with detailed description of application to American schools. Meeting: Able to compare and contrast philosophies, but little application to American schools Approaching: Some detail on compare and contrast of philosophies, but no application to American schools Not meeting: Little or no detail	Stress applications of philosophies to school – for each philosophy, have students brainstorm applications of each philosophy that they have witnessed in school and in their observations	20	15%	45%	20%	20%
Students will demonstrate a basic understanding of the history, sociology, and philosophy of education.	For 9 different events in history, explain how each has affected the educational system in the United States today. (Question on Test)	rubric	Exceeding: Detailed description of all 9 historical events Meeting: Detailed description of 7-8 historical events Approaching: Detailed description of 5-6 historical events Not Meeting: Detailed description of less than 5 historical events	Change class assignments – reverse the assignment and make it like a treasure hunt. Give students a feature of American schools today and have them research the events in history that led to that feature.	20	10%	10%	35%	45%
Students will demonstrate the ability to reflect on their observation experiences, applying them to what is learned in the class, and adjust their own dispositions accordingly.	Classroom Observations Portfolio – Reflection on pros and cons of career as teacher and how personal characteristics relate to teaching as a career	rubric	Exceeding: Reflection shows insight into pros and cons of career in teaching while relating to self Meeting: Reflection shows insight into pros and cons of career in teaching Approaching: Some detail on pros and cons of career in teaching Not Meeting: Little or no detail on pros and cons in teaching	Classroom observation portfolio appears to adequately assess SLO Need to stress the relating to self aspect of reflection – give an example of what is expected so that students. This semester I collected one student's work as an example of an excellent response. This student agreed to let me post it on Vancko Hall (without her name) so that other students can use it as a model.	12	33%	50%	17%	0%

Students will demonstrate a basic understanding of the history, sociology and philosophy of education.	Cultural identity glog. Reflect on how personal cultural identity influences personal educational experience.	Rubric	Exceeding: Glog contains all requirements. Reflection shows detailed insight on how personal culture influences education. Meeting: Glog contains most requirements. Reflection shows insight on how personal culture influences education. Approaching: Glog contains most requirements. Reflection shows little insight on how personal culture influences education. Not Meeting: Glog does not contain requirements. Reflection shows little or no insight on how personal culture influences education.	Change reflection portion of assignment – have students explain how each picture, video, etc. they choose represents a particular social difference for them. Specifically ask them to explain how each then affected their educational experience.	20	20%	53%	0%	27%
Students will demonstrate a basic understanding of the history, sociology and philosophy of education	Briefly trace the history of a particular facet of education (curriculum, teachers, teacher education programs, school organization or teaching materials) in the United States. Note especially the influences of government and culture. (Question on Test 2)	Rubric	Exceeding: Detailed description with both cultural and governmental influences Meeting: Detailed description with either cultural or governmental influences. Approaching: Some detail Not Meeting: Little or no detail	The student responses were superficial, listing what happened in history but not what influenced those changes. Change class assignments – rather than having students list the trends, reverse the assignment so that students are given the trends in education and have to research the governmental and cultural influences.	20	5%	20%	55%	30%
Students will demonstrate basic understanding of the history, sociology, and philosophy of education.	Analyze the budget of Delaware Academy. Draw a pie chart for expenses and income and answer questions. (Demonstrate an understanding of educational policy and school law, organization, administration, and financing of American education)	Rubric	Exceeded: Completed with many details. Meeting: Completed with some detail Approaching: Completed with little detail Not Meeting: Incomplete	This is an easy assignment if students choose to do it	20	37%	42%	21%	0%

Veterinary Technology									
Communicate with the public, clients, and colleagues through both verbal and written communication skills, including effective listening.	written test question	either meet/do not meet standard		students in VETS 198 course will be required to complete an assignment that requires them to engage in a face-to-face discussion with their advisor.	114	81.7%			18.3%
Perform animal nursing and critical care for all common domestic animals, including: restraint, administering medications, diagnostic sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying established emergency protocols.	Skill - Nursing Care - Large Animal	rubric	**Task Rubric** Exceeding: Student exhibits entry level knowledge, skills & productivity (applies critical thinking abilities and maximizes productivity to accomplish learning activities/projects within industry time expectations. Little, if any instructor assistance is needed. Meeting: Student exhibits entry level knowledge & skills (is developing in the use of critical thinking abilities and productive and able to accomplish tasks slightly over industry time expectations. Some instructor assistance is needed. Approaching: Student exhibits levels of knowledge and skills that are approaching entry level (Requires some "coaching" to apply critical thinking abilities or critical thinking skills are starting to develop; productivity is 1.5-2 times less than the industry standard. Frequent/constant instructor assistance is necessary.) Not Approaching: Knowledge, skills and critical thinking are minimal and productivity is well less than 2 times	nursing care for sheep, goats, and pigs	61	41%	41%	18%	0%

			the industry standard. Student is not able to complete projects or task without constant instructor supervision or input. Task was performed but safety to students and/or patient was compromised.						
Provide competent assistance with office procedures: Telephone contacts, making appointments, admitting and discharging patients, maintaining medical and financial records, and establishing and maintaining a clean and or	Skills test - Medical Records	rubric	Same as above task rubric	no action	54	31.5%	61.1%	5.6%	1.8%
Assist with diagnostic imaging, including: radiography and ultrasound; expose, develop, and evaluate radiographs to provide diagnostic images for veterinary interpretation and diagnosis; and properly clean and maintain diagnostic imaging equipment.	Skill - Diagnostic Imaging Positioning - Lat. Abdomen	rubric	Same as above task rubric	no action	50	0%	94%	6%	0%
Understand basic knowledge of animal health, common diseases, and disease processes for all common domestic animals.	written test question		either exceeded or did not meet standard	Assess at midterm and final. Review in Vet Med Nursing and Vet Clinical Mgt.	61	61.2%			38.8%

Perform animal nursing and critical care for all common domestic animals, including: restraint, administering medications, diagnostics sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying established emergency protocols.	Skill - Canine restraint for jugular venipunc.	rubric	Same as above task rubric.	no action	54	37%	57.4%	5.6%	0%
Perform common laboratory procedures, including: hematological examinations, blood chemistries, urinalysis, parasitic examinations, cytological procedures, microbiological procedures, and necropsy.	Skill #12 - Perform CBC	rubric	Same as above task rubric	No action	58	81%	19%	0%	0%
Perform common laboratory procedures, including: hematological examinations, blood chemistries, urinalysis, parasitic examinations, cytological procedures, microbiological procedures, and necropsy.	Skill #4 - Specimen Collection	rubric	Same as above task rubric	No action	58	53.4%	46.6%	0%	0%

Assist with animal surgery including: knowledge of routine procedures and operating-room equipment; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; function effectively as a surgical assistant to the veterinary surgeon during surgical procedures.	Skill - Surg. Prep		Same as above task rubric	20.4% no score recorded lab course is designed to accommodate 9 students and has been over enrolled with 12 students. Need to reduce enrollment in the course to 9 students so that all students can complete this AVMA required task.	44	11.4%	68.2%	0%	20.4%
Induce, stabilize, monitor, and maintain anesthesia under supervision of the veterinarian; recognize and report anesthetic emergencies; apply resuscitation techniques and CPR.	Skill - Can. Cephalic Catheter	rubric	Same as above task rubric	11.4% no score recorded all students in this course will be required to complete this task.	44	11.4%	77.2%	0%	11.4%
Assist with animal surgery including: knowledge of routine procedures and operating-room equipment,; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; function effectively as a surgical assistant to the veterinary surgeon during surgical procedures.	Skill - Dental Prophylaxis	rubric	Same as above task rubric	no action	44	22.7%	77.3%	0%	0%
Demonstrate knowledge of the common medicines used in veterinary medicine: types and groups of drugs; labeling and packaging of dispensed drugs; using weights and measures correctly; calculating dosages;	Dose calculation test			no action	143	44.8%	29.4%	14.7%	11.1%

safely storing, handling, and disposing of controlled substances, biologics, therapeutic agents, and hazardous wastes.									