Assessment of Program Student Learning Outcomes

Fall 2012

Fall 2012						%	%	%	% Not
					Number Assessed	Exceeding the	Meeting the	Approach -ing the	Meeting the
Title	Data Sources	Assessment Measure	Performance Criteria	Proposed Action(s)		Standard	Standard	Standard	Standard
Architectural Technolo	ogy								
A.5: Investigative									
Skills				The results are mixed and					
Ability to gather,				could be stronger. ACTION =					
assess, record, apply,			Each juror reported their	require more research of					
and comparatively			evaluation	precedents including library					
evaluate relevant			(Exceeding, Meeting,	research and reading in-depth					
information within	Evaluation of Final		Approaching, and	essays about precedents.					
architectural	Project During the		Not Meeting the Learning	Direct students to do some					
coursework and	student's final	Qualitative assessment by instructor	Outcome) after student's	research which is not a simple					
design processes.	presentation.	and jurors attending final review.	final presentation.	internet search.	11	36.36%	36.36%	18.18%	9.09%
				Students who did not meet				1	
				this outcome did not turn in all				1	
A.11. Applied				or part of this multi-part					
Research:				assignment. ACTION: Remind					
Understanding the				students of due dates for each					
role of applied			Exceeding Standards: 90-	part of this assignment.					
research in			100 points	Encourage students to start					
determining			Meeting Standards: 77-	early on outside work and					
function, form, and			89 points	research and manage their					
systems and their			Approaching Standards:	time properly. Provide more					
impact on human		25 points, Oral Presentation	70-76 points	time in class for groups to					
conditions and	Assignment 3: A	15 points, Analytical Study Sheet	Not Meeting Standards:	meet and coordinate					
behavior.	Building in Depth	50 points, Research Paper: 10 points	0-69 points	activities.	24	25%	16.7%	25%	33.3%
A4 Technical									
Documentation									
Ability to make									
technically clear									
drawings, write									
outline	One completed								
specifications, and	WALL SECTION								
prepare models	assignment to assess								
illustrating and	students' ability to								
identifying the	apply appropriate							1	
assembly of	material and graphic							1	
materials, systems,	symbols in creating							1	
and components	two dimensional							1	
appropriate for a	architectural working	and a sign			22	7.40/	170/	00/	00/
building design	drawings.	rubric	see attached	This was the same as a first	23	74%	17%	0%	9%
Ca. Human Bahard			Fack times as a set of the s	This result is approaching				1	
C2: Human Behavior:			Each juror reported their	acceptability. ACTION =				1	
Understanding of the			evaluation	consider assigning a reading				1	
relationship between	Fundamental Control		(Exceeding, Meeting,	about human behavior				1	
human behavior, the	Evaluation of Final		Approaching, and	followed by an assignment to				1	
natural environment	Project During the	Ovalitation assessment to test out	Not Meeting the Learning	design a space which exposes					
and the design of the	student's final	Qualitative assessment by instructor	Outcome) after student's	or demonstrates this human	11	62.649/	0.00%	10 100/	0.000/
built environment.	presentation.	and jurors attending final review.	final presentation.	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%	

		_		T					
C8: Ethics and									
Professional									
Judgment:									
Understanding of the							1		
ethical issues							1		
involved in the									
formation of			Each juror reported their						
professional			evaluation						
judgment regarding			(Exceeding, Meeting,						
social, political and	Evaluation of Final			This is an acceptable result.					
			Approaching, and						
cultural issues in	Project During the		Not Meeting the Learning	ACTION = Assigned reading on					
architectural design	student's final	Qualitative assessment by instructor	Outcome) after student's	the professional duty of the					
and practice.	presentation.	and jurors attending final review.	final presentation.	architect.	11	9.09%	90.91%		
B10: Building									
Envelope System:									
· ·									
Understanding of the							1		
basic principles							1		
involved in the							1		
appropriate							1		
application of				Encourage students to apply			1		
building envelope				their knowledge and			1		
				_			1		
systems and				understanding of building			1		
associated				envelope concepts, learned in					
assemblies relative			Each juror reported their	Commercial Detailing, in the					
to fundamental			evaluation	design studio. ACTION =					
performance,			(Exceeding, Meeting,	Consider an assignment which					
aesthetics, moisture	Evaluation of Final		Approaching, and	explicitly requires					
transfer, durability,	Project During the		Not Meeting the Learning	incorporation of a concept					
	student's final	Qualitative assessment by instructor	Outcome) after student's	from the Commercial Detailing					
and energy and		, ,	•			0.000/	60.640/	27.270/	
material resources.	presentation.	and jurors attending final review.	final presentation.	course.	11	9.09%	63.64%	27.27%	
			Exceeding Standards: A,						
A.6: Fundamental			A-	Students who did not meet			1		
Design Skills		Drawings show mastery of basic	Meeting Standards: B+, B,	this standard did not submit			1		
Ability to effectively		architectural drawing forms (plan,	B-, C+	drawings and models that			ĺ		
use basic		section, elevation, axon, perspective)	Approaching Standards:	demonstrated this learning			ĺ		
		section, elevation, axon, perspective)					1		
architectural and		l	C, C-	outcome. ACTION: Encourage			1		
environmental	Final Project -	Model shows understand of how a 2-D	Not Meeting Standards:	students to submit completed			1		
principles in design.	Drawings & Models	design is translated into a 3-D space	D+, D, D-, F	drawings and models on time.	30	36.7%	53.3%	3.3%	6.7%
A. 9. Historical							1		
Traditions and Global							1		
Culture:							1		
							1		
Understanding of							1		
parallel and							1		
divergent canons and							1		
traditions of							1		
architecture,				Students who did not meet			1		
landscape and urban				this outcome likely needed			1		
design including			Exceeding Standards: 90-	more work reviewing course			1		
			_	, and the second			ĺ		
examples of			100 points	material in preparation for the			1		
indigenous,			Meeting Standards: 77-	final exam. ACTION: set aside			1		
vernacular, local,			89 points	time in class to do review			1		
regional, national		Exam contains a mix of multiple	Approaching Standards:	exercises. Encourage students			1		
settings from the		choice, matching, image identification,	70-76 points	to study their flash cards and			1		
Eastern, Western,		and short response questions. Graded	Not Meeting Standards:	previous exams and quizzes			1		
	Final Fyam	1	•	1 -	24	45 00/	16 70/	13 50/	250/
Northern, and	Final Exam	on a 100-point scale	0-69 points	outside of class.	24	45.8%	16.7%	12.5%	25%

	1	1	T.	T .	1			1	1
Southern									
hemispheres in								1	
terms of their									
climatic, ecological,									
technological,									
socioeconomic,									
public health, and									
cultural factors.									
Cultural factors.									
C.9. Community and									
Social Responsibility:									
Understanding of the									
architect's				This is an acceptable result.					
responsibility to work			Each juror reported their	ACTION = no changes.					
in the public interest,			evaluation	Consider targeted readings to				1	
to respect historic			(Exceeding, Meeting,	emphasize community and					
resources, and to	Evaluation of Final		Approaching, and	social responsibility, including					
improve the quality	Project During the		Not Meeting the Learning	magazine and newspaper				1	
of life for local and	student's final	Qualitative assessment by instructor	Outcome) after student's	articles and profiles of					
		•	-	-	11	45 450/	E4 EE0/		
global neighbors.	presentation.	and jurors attending final review.	final presentation.	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			Each juror reported their						
diverse points of			evaluation (Exceeding,						
view, reach well-			3,						
reasoned			Meeting, Approaching,						
conclusions, and test			and Not	ACTION = stress process and					
alternative outcomes	Evaluation of Final		and Not	development of ideas through					
			Mosting the Learning	sketching. Reinforce with				1	
against relevant	Project During the	Conditation assessment by instruction	Meeting the Learning						
criteria and	student's final	Qualitative assessment by instructor	Outcome) after student's	more pin-ups to review quality	4.6	27.50/	42.750/	40.750/	00/
standards.	presentation.	and jurors attending final review.	final presentation.	of sketches and design ideas.	16	37.5%	43.75%	18.75%	0%
				Students who meet and					
				exceed standard					
				demonstrated adequate				1	
				communication skills, however				1	
			Each juror reported their	this is a critical skill in an				1	
			evaluation	architect's development and				1	
			(Exceeding, Meeting,	can always be emphasized				1	
A.1: Communication	Evaluation of Final		Approaching, and Not	more. ACTION = consider					
Skills: Ability to read,	Project During the		Meeting the Learning	increasing verbal				1	
write, speak, and	student's final	Qualitative assessment by instructor	Outcome) after student's	presentations in front of					
listen effectively.	presentation.	and jurors attending final review.	final presentation.	invited audiences.	11	36.36%	54.55%		9.09%
iistell ellectively.	presentation.	and jurois attending final review.	iiiai presentation.	invited addiences.	11	30.30%	54.55%		5.0570

F	T	1	T			1	ı		1
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									
1									
inventory of space									
and equipment									
requirements, an									
analysis of site									
conditions (including									
existing buildings), a									
review of the									
relevant laws and			Exceeding Standards: A,						
standards and			A-						
assessment of their			Meeting Standards: B+, B,						
implications for the		Student's grade determined by	B-, C+					1	
project, and a		development of assigned material.	Approaching Standards:	ACTION = More examples of					
				•					
definition of site	Fuelustian of final	Thoughtfulness and completeness of	C, C-	successful pre-design should					
selection and design	Evaluation of first	assigned criteria reflected in grading	Not Meeting Standards:	prepare students to create					
assessment criteria.	design assignment.	of assignment.	D+, D, D-, F	better pre-design decisions.	16	43.75%	37.5%	12.5%	0%
A.5: Investigative									
Skills									
Ability to gather,			Exceeding Standards: A,	Students who did not meet					
assess, record, apply,		Student's diagrams show ability to	A-	this standard did not submit					
and comparatively		assess information in a graphic format	Meeting Standards: B+, B,	drawings and diagrams that					
evaluate relevant			B-, C+	demonstrated this learning					
information within		Student's drawings show how	Approaching Standards:	outcome. ACTION: Encourage					
architectural	Final Project -	information assessed in diagrams was	C, C-	students to submit completed				1	
coursework and	Drawings and	evaluated and refined into a final	Not Meeting Standards:	drawings and diagrams on					
	_		D+, D, D-, F	time.	30	36.7%	53.3%	3.3%	6.7%
design processes.	diagrams	design	υτ, υ, υ-, r	ume.	30	30.770	J3.370	3.3%	0.770
A.7: Use of									
Precedents									
Ability to examine									
and comprehend the								1	
fundamental									
principles present in								1	
relevant precedents			Exceeding Standards: A,						
and to make choices			A-	Students who did not meet					
regarding the			Meeting Standards: B+, B,	this standard did not submit					
incorporation of such			B-, C+	precedent studies that					
principles into		Student showed evidence of research	Approaching Standards:	demonstrated this learning					
architecture and	Final Project -	on a chosen precedent (drawings,	C, C-	outcome. ACTION: Encourage					
urban design	Precedent Study	images, models) and incorporated	Not Meeting Standards:	students to submit completed					
_	Exercise		<u> </u>	precedent studies on time.	20	36.7%	53.3%	3.3%	6.7%
projects.	exercise	information into final project.	D+, D, D-, F	precedent studies on time.	30	50.7%	33.3%	5.5%	0./%

	T	T							
B4: Site Design		Student provided a detailed site							
Ability to respond to		drawing showing existing conditions	Exceeding Standards: A,	Students who did not meet					
site characteristics		and new conditions in terms of	A-	this standard did not submit					
such as soil,		vegetation, hard-scaping, building	Meeting Standards: B+, B,	site drawings that					
topography,		location, legal setbacks, driveways and	B-, C+	demonstrated this learning					
vegetation, and		lot lines	Approaching Standards:	outcome. Action: Encourage					
watershed in the		Student's model showed evidence of	c, c-	students to submit site					
development of a	Final Project - Site	information compiled in his/her site	Not Meeting Standards:	completed site drawings on					
project design.	drawings & Models	drawing	D+, D, D-, F	time.	30	36.7%	53.3%	3.3%	6.7%
B.6: Comprehensive	arawings & models	arawing .	2.,2,2,1	cirre.	30	30.770	33.370	3.370	0.770
Design				Students who did not meet					
Ability to produce a				this standard did not submit					
comprehensive				diagrams, drawings, models					
architectural project			Even eding Ctandards, A	0 , 0,					
			Exceeding Standards: A,	that demonstrated this					
that demonstrates			A-	learning outcome and/or did					
each student's			Meeting Standards: B+, B,	not give an oral presentation.					
capacity to make			B-, C+	Action: Encourage students to					
design decisions	Final Project - Oral	All individual elements of the	Approaching Standards:	submit completed diagrams,					
across scales while	Presentation,	student's final project were well-	C, C-	drawings and models on time					
integrating multiple	Diagrams, Drawings	coordinated and demonstrated a	Not Meeting Standards:	and be prepared to give an					
SPC/SLO's.	& Models	cohesive design strategy	D+, D, D-, F	oral presentation.	30	36.7%	53.3%	3.3%	6.7%
				Instructor did not emphasize					
				this learning outcome in the					
			Exceeding Standards: A,	final project. Action: Include					
			A-	more life safety components					
B.5: Life Safety			Meeting Standards: B+, B,	in future final projects for this					
Ability to apply the			B-, C+	class or consider using this					
basic principles of			Approaching Standards:	outcome in a more advanced					
life-safety systems		Instructor did not adequately	C, C-	studio after basic architectural					
with an emphasis on	Final Project -	emphasize this outcome on this	Not Meeting Standards:	circulation has already been					
egress.	Drawings	project	D+, D, D-, F	taught	30	0%	0%	0%	100%
B.1: Pre-Design	Diawings	project	51, 5, 5 ,1	taugiit	30	070	070	070	10070
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			Exceeding Standards: A,						
standards and			A-	Students who did not meet					
assessment of their			Meeting Standards: B+, B,	this standard did not submit					
implications for the			B-, C+	diagrams or that					
project, and a		Students used program diagrams	Approaching Standards:	demonstrated this learning					
definition of site		(bubble diagrams, block diagrams) to	C, C-	outcome. ACTION: Encourage					
selection and design	Final Project -	analyze and organize spatial	Not Meeting Standards:	students to submit completed					
assessment criteria.	Diagrams	requirements and relationships	D+, D, D-, F	diagrams on time.	30	36.7%	53.3%	3.3%	6.7%
assessifient triteffd.	Diagranis	requirements and relationships	υ+, υ, υ-, Γ	ulagrailis on tille.	30	30.770	J3.370	3.5%	0.770

A.3: Visual		I	I		I		1	1	
Communication									
Skills:									
Ability to use									
appropriate									
representational									
media, such as				The results were good in this					
traditional graphic				area. Continue in this					
and digital			Each juror reported their	direction. ACTION = Continue					
technology skills, to			evaluation	to emphasize that visual					
convey essential			(Exceeding, Meeting,	communication skills are					
formal elements at	Evaluation of Final		Approaching, and	essential to presenting an					
each stage of the	Project During the		Not Meeting the Learning	architectural project.					
programming and	student's final	Qualitative assessment by instructor	Outcome) after student's	Encourage pin-ups and more					
design process.	presentation.	and jurors attending final review	final presentation.	peer evaluation.	11	54.55%	27.27%	18.18%	
A.6: Fundamental	presentation.	and jurors accertaing interreview	Each juror reported their	Design skills can only be		34.3370	27.2770	10.1070	
				,					
Design Skills			evaluation	improved with experience.					
Ability to effectively	Following CEL 1		(Exceeding, Meeting,	ACTION = for those					
use basic	Evaluation of Final		Approaching, and	approaching the standard,					
architectural and	Project During the		Not Meeting the Learning	break down the process of					
environmental	student's final	Qualitative assessment by instructor	Outcome) after student's	design into a smaller series of					
principles in design.	presentation.	and jurors attending final review.	final presentation.	steps.	11	54.55%	9.09%	36.36%	
A.3: Visual									
Communication									
Skills:									
Ability to use									
appropriate									
representational									
media, such as									
traditional graphic			Exceeding Standards: A,						
and digital		Student completed all assigned	A-	Students who did not meet					
technology skills, to		drawings. Layout of sheet was neat	Meeting Standards: B+, B,	standards failed to turn in a					
convey essential		and logical. Showed mastery of basic	B-, C+	final project. ACTION: Strongly					
formal elements at		architectural plans, elevations,	Approaching Standards:	encourage students to					
each stage of the		sections and perspectives. Used	C, C-	manage their time better and					
_	Final Drainet		7						
programming and	Final Project -	correct lineweights, lettering, shade	Not Meeting Standards:	motivate them to complete	1.4	25 70/	20.60/	7.10/	20.60/
design process.	Drawings	and shadow.	D+, D, D-, F	and turn in a final project	14	35.7%	28.6%	7.1%	28.6%
A C F			Each juror reported their	Design skills can only be					
A.6: Fundamental			evaluation (Exceeding,	improved with experience.					
Design Skills: Ability			Meeting, Approaching,	ACTION = for those					
to effectively use	Evaluation of Final		and Not	approaching the standard,					
basic architectural	Project During the		Meeting the Learning	break down the process of					
and environmental	student's final	Qualitative assessment by instructor	Outcome) after student's	design into a smaller series of					
principles in design.	presentation.	and jurors attending final review.	final presentation.	steps.	16	56.25%	31.25%	12.5%	0%
B. 12. Building				Encourage students to apply					
Materials and				their knowledge and					
Assemblies:				understanding of building					
Understanding of the			Each juror reported their	envelope concepts, learned in					
basic principles			evaluation	Commercial Detailing, in the					
utilized in the			(Exceeding, Meeting,	design studio. ACTION =					
appropriate selection	Evaluation of Final		Approaching, and	Consider an assignment which					
of construction	Project During the		Not Meeting the Learning	explicitly requires					
materials, products,	student's final	Qualitative assessment by instructor	Outcome) after student's	incorporation of a concept					
components, and	presentation.	and jurors attending final review.	final presentation.	from the Commercial Detailing	11	9.09%	72.73%	18.18%	
components, and	p. escitation.	and jarois attending illiar review.	ar presentation.	are commercial betaining		3.0370	, 2., 3/0	10.10/0	

								•	
assemblies, based on				course.					
their inherent									
characteristics and									
performance,									
including their								1	
environmental									
impact and reuse									
Impact and rease									
A.3: Visual									
Communication									
Skills: Ability to use									
appropriate									
representational									
media, such as			Each juror reported their						
traditional graphic			evaluation (Exceeding,						
			evaluation (Exceeding,	The results should be better in					
and digital			Nanting Assessables	The results should be better in					
technology skills, to			Meeting, Approaching,	this area. ACTION = Emphasize					
convey essential	- 1 ··· (-· 1		and Not	that visual communication					
formal elements at	Evaluation of Final		Advantage that	skills are essential to				1	
each stage of the	Project During the		Meeting the Learning	presenting an architectural					
programming and	student's final	Qualitative assessment by instructor	Outcome) after student's	project. Encourage pin-ups					
design process.	presentation.	and jurors attending final review.	final presentation.	and more peer evaluation.	16	37.5%	50%	12.5%	0%
A4 Technical									
Documentation									
Ability to make									
technically clear									
drawings, write									
outline	One completed								
specifications, and	WALL SECTION								
prepare models	assignment to assess								
illustrating and	students' ability to								
identifying the	apply appropriate								
assembly of	line weights and line								
materials, systems,	types in creating								
and components	architectural								
appropriate for a	construction								
building design	drawings.	rubric	see attached		23	31%	61%	4%	4%
B.2: Accessibility									
Ability to design				Instructor did not emphasize					
sites, facilities, and				this learning outcome in the					
systems to provide			Exceeding Standards: A,	final project. Action: Include				1	
independent and			A-	more accessibility components				1	
integrated use by			Meeting Standards: B+, B,	in future final projects for this					
individuals with			B-, C+	class or consider using this				1	
physical (including			Approaching Standards:	outcome in a more advanced				1	
mobility), sensory,		Instructor did not adequately	C, C-	studio after basic architectural				1	
and cognitive	Final Project -	emphasize this learning outcome on	Not Meeting Standards:	circulation has already been				1	
disabilities.	Drawings	this project	D+, D, D-, F	taught	30	0%	0%	0%	100%
B. 9. Structural	Weekly quizzes,	Weekly quizzes are typically short-	A to B+ = Exceeding					İ	
Systems:	drawing	answer and multiple-choice format,						1	
Understanding of the	assignments, final	and graded on a possible 10-point	B to C = Meeting						
basic principles of	exam. Overview of	scale. Drawing assignments are						1	
structural behavior in	typical structural	graded based on completeness, as	C- to D+ = Approaching					1	
withstanding gravity	systems used in	well as particular emphasis on drafting	C to D. Approaching					1	
and lateral forces	commercial buildings	quality. Final Exam is comprehensive	D to F = Not Meeting		20	20%	20%	10%	50%
and lateral forces	commercial buildings	quanty. Tiliai Exam is comprehensive	D to 1 - Not Wieeting		20	20/0	20/0	10/0	JU/0

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%

		1				1		1	
A.3: Visual							1		
Communication							1		
Skills Ability to use							1		
appropriate							1		
representational							1		
media, such as				The results were good in this					
traditional graphic			Exceeding Standards: A,	area. Continue in this			1		
and digital			A-	direction. ACTION = Continue			1		
technology skills, to	Weekly drawing		Meeting Standards: B+, B,	to emphasize that visual			1		
convey essential	assignments		B-, C+	communication skills are			1		
formal elements at	introducing students		Approaching Standards:	essential to presenting an			1		
each stage of the	to basic architectural		C, C-	architectural project.			1		
programming and	representation		Not Meeting Standards:	Encourage pin-ups and more			1		
1	techniques	Grading scales attached	D+, D, D-, F	peer evaluation.	36	52.78%	38.98%	5.56%	2.78%
design process.	techniques	Graung scales attached	ט+, ט, ט-, ר	peer evaluation.	30	34.1670	30.76%	3.30%	2.10%
A.3: Visual							1		
Communication Skills							1		
Ability to use							1		
appropriate							1		
representational									
media, such as			_				1		
traditional graphic			Exceeding Standards: A,				1		
and digital			A-	Students who did not meet			1		
technology skills, to			Meeting Standards: B+, B,	this standard did not submit			1		
convey essential		Student's drawings and models are	B-, C+	drawings that demonstrated			1		
formal elements at		clear and easy to understand.	Approaching Standards:	this learning outcome.			1		
each stage of the			C, C-	ACTION: Encourage students			1		
programming and	Final Project -	Drawings show mastery of	Not Meeting Standards:	to submit completed drawings			1		
design process.	Drawings	architectural drawing.	D+, D, D-, F	on time.	30	36.7%	53.3%	3.3%	6.7%
B. 12. Building		5							
Materials and							1		
Assemblies:							1		
Understanding of the							1		
basic principles							1		
utilized in the							1		
appropriate selection				Encourage students to apply			1		
of construction				their knowledge and			1		
			Each juror reported their				1		
materials, products,			·	understanding of building			1		
components, and			evaluation (Exceeding,	envelope concepts, learned in			1		
assemblies, based on			Mosting Appropriate	Commercial Detailing, in the			1		
their inherent			Meeting, Approaching,	design studio. ACTION =			1		
characteristics and	Fortunities (F)		and Not	Consider an assignment which			1		
performance,	Evaluation of Final			explicitly requires			1		
including their	Project During the		Meeting the Learning	incorporation of a concept			1		
environmental	student's final	Qualitative assessment by instructor	Outcome) after student's	from the Commercial Detailing			1		
impact and reuse.	presentation.	and jurors attending final review.	final presentation.	course.	16	43.75%	37.5%	18.75%	0%
B.6: Comprehensive							1		
Design: Ability to				Design skills can only be			1		
produce a				improved with experience.			1		
comprehensive			Each juror reported their	ACTION = for those			1		
architectural project			evaluation	approaching the standard,					
that demonstrates			(Exceeding, Meeting,	break down the process of			1		
each student's	Evaluation of Final		Approaching, and	design into a smaller series of			1		
capacity to make	Project During the		Not Meeting the Learning	steps.			1		
design decisions	student's final	Qualitative assessment by instructor	Outcome) after student's				1		
across scales while	presentation.	and jurors attending final review.	final presentation.		11	27.27%	27.27%	36.36%	9.09%
acioss scales Willie	presentation.	and jurous attenuing illiai review.	ווומו טובשבוונמנוטוו.		11	21.2170	21.2170	30.30%	J.UJ/0

A 2: Coept Thinking Solids Ability to rouse clear questions, use abstract clear to receive the resource of control to rouse, received well-reasoned conclusions, and test admired ability to resource of view, reach well-reasoned conclusions, and test admired ability of the reasoned and presentation. Final Fraget - Oral persentation Student can clearly explain design of conclusions, and test admired ability of the reasoned and presentation. Student's who did not meet that standard did not meet that standards do not attend the thing presentation or submiring and models. The reasoned and the condition of the reasoned and the reasoned and the condition of the reasoned and the reasoned and the condition of the reasoned and the reasoned and the condition of the reasoned and the reasoned and the condition of the reasoned and the reasoned and the condition of the reasoned and the		1	T				1			
A.D. Design Trinking Shifts Sh										
Salicy for traine clear and precise questions, use abstract clears to recept the standard clears to recept the standard clears to the sta	SPC/SLO's.									
Salicy for traine clear and precise questions, use abstract clears to recept the standard clears to recept the standard clears to the sta										
Ability to raise clear on directors or questions, use abstract clears to interpret way and precise of uniformation, consider diverse pulses of vew, read well conclusions, and test alternative outcomes against relevant certain and standards. Final Project - Oral Presentation or Student's drawings and models show adjunction diverse plant that well-reasoned and standards. Presentation or that well-reasoned and standards. Drawings & Models Weekly quizzes, homework assignments, final captured design project (Office tests, and, comprehensive final exam. All office projects of structural behavior in Australanding or the black principles of structural behavior in work training contemporary structural projects of comprehensive gain appropriate application of contemporary structural projects of comprehensive gain appropriate content of the comprehensive final exam. All office and project of community and lateral force resisting, adoption of contemporary structural projects and structural projects of comprehensive gainstituted in the project of community of the project	A.2: Design Thinking									
and precise questions, use abstract (less to interpret information, consider diverse points of view, reach well- resourced conclusions, and test final Project. Oral precentation or submit drawings and models that demanders of the load proposed and submit completed drawings and models on time. Not Meeting Standards: A, A. Students who did not meet this standards did not attend the final premation or submit drawings and models that drawings and models that demanders. Not Meeting Standards: B. B, C. Heat drawings and models that demanders and submit completed drawings and models on time. Not Meeting Standards: B. B, C. Weekly quizzes are typically essay- type, and graded on a possible 10- protocus and test and test and the evolution, range, and appropriate and the evolution, range, and appropriate and the evolution, range, and appropriate design including gravity and test and the evolution, range, and appropriate design including gravity and test and the evolution, range, and appropriate design including gravity and test and the evolution, range, and and submit complete drawings and models on time that demanders the final premanders that demander	Skills									
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abstract ideas to interpret information, consider diverse points of ware, reach well-reasoned conclusions, and test arrenative actions against all project. Oral process in oral presentation. Final Project. Oral process in oral presentation or submit drawings and models and advantage and models and advantage and models. The final project or in oral presentation or submit drawings and models that demonstrated this learning outcome. ACTION: Approaching Standards: Pa, B, C,	· ·									
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reasoned conclusions, and test alternative outcomes against relevant Presentation, Pre	•			_	· · · · · · · · · · · · · · · · · · ·					
conclusions, and text alternative untormers against relevant criteria and standards. Presentation, Presentation, Presentation, Standards and Presentation and S	•			B-, C+	_					
alternative outcomes against relevant. Final Project - Oral presentation. Presentatio										
against relevant criteria and Project. Oral Student's drawings and models show a design that is well-reasoned and standards. Veekly quizzes, homework assignments, final capstone design project. ("Office Building"), unit tests, and, comprehensive makes from the work and leteral forces and the evolution, range, and application of contemporary structural speptroduce a comprehensive application of contemporary structural systems. S. 9. Structural contemporary structural steps of the bears of the design including tarifor bears of the contemporary structural systems. S. 9. Structural steps of the structural steps of the contemporary structural steps of the contemporary structural systems. S. 9. Structural steps of the contemporary structural systems. S. 9. Structural systems. S. 9. Structural steps of the structural steps of t	conclusions, and test		process in oral presentation		learning outcome. ACTION:					
criteria and strandrds. Drawings Models	alternative outcomes			C, C-	Encourage students to attend					
Standards. Drawings & Models on thoughtful Dr. D. D. F. models on time. 30 36.7% \$3.3% \$3.3% \$6.7% \$5.3% \$3.3% \$6.7% \$5.3% \$5.3% \$5.3% \$6.7% \$6.	against relevant	Final Project - Oral	Student's drawings and models show		presentations and submit					
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homework assignments, final capstone design project ("Office Building", unit tests, and, comprehensive final exam. All concepts of Systems: Systems: Understanding of the basic principles of structural steel analysis & design, and the evolution, range, and appropriate application of contemporary structural systems, member design including appropriate project involves analysis and design of structural framing system such as frames, trusses, floor systems, application of contemporary structural systems, welding. 8.6. Comprehensive Design: Ablity to produce a comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welding. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welding. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welding. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welding. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welding. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welding. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welding. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welling. 8.6. Comprehensive architectural project that demonstrates each student's capacity to make design of structural systems. Welling the standard, break down the process of design into a sampler series of the structural systems. Welling the standard, break down the process of design into a sampler series of the structural systems. Welling the standard, break down the process of design into a sampler series of the standard, break down the p	51411441451		thought.u.	21,2,2 ,1	models on time.	30	30.770	33.375	3.370	0.770
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produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating multiple student's final project During the student's design decisions across scales while integrating multiple student's final project During the student's final project During the student's design decisions across scales while integrating multiple student's final project During the student's project During t	·					1		1	1	
comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating multiple student's final capacity for the architectural project buring the student's final capacity to make design decisions at the first of th						1		1	1	
architectural project that demonstrates each student's capacity to make design decisions across scales while integrating multiple architectural project that demonstrates Each juror reported their evaluation (Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome) after student's break down the process of design into a smaller series of	1 -					1		1	1	
that demonstrates each student's capacity to make design decisions across scales while integrating multiple that demonstrates each student's final decisions at the first demonstrates each student's each student's each student's evaluation (Exceeding, Meeting, Approaching, and Not approaching the standard, break down the process of design into a smaller series of design into a smaller series of	· ·					ĺ				
each student's capacity to make design decisions across scales while integrating multiple each student's evaluation (Exceeding, Meeting, Approaching, and Not approaching the standard, break down the process of design into a smaller series of improved with experience. ACTION = for those approaching the standard, break down the process of design into a smaller series of				Facilities and antical thirty	Design skille see eak he	1		1	1	
capacity to make design decisions across scales while integrating multiple design decisions across scales while integrating multiple design decisions across scales while integrating multiple design decisions and Not approaching, approaching the standard, break down the process of design into a smaller series of				•	,	1		1	1	
design decisions				,		1		1	1	
across scales while integrating multiple regions as to design into a smaller series of student's final regions as to design into a smaller series of design in						1		1	1	
integrating multiple student's final Qualitative assessment by instructor Outcome) after student's design into a smaller series of	design decisions			and Not	approaching the standard,	1		1	1	
	across scales while	Project During the		Meeting the Learning	break down the process of	ĺ				
CDC/CLOV	integrating multiple	student's final	Qualitative assessment by instructor	Outcome) after student's	design into a smaller series of	1		1	1	
SPC/SLU'S. presentation. and jurors attending final review. final presentation. steps. 16 43.75% 31.25% 6.25% 18.75%	SPC/SLO's.	presentation.	and jurors attending final review.	final presentation.	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			Each juror reported their evaluation	ACTION = stress process and					
conclusions, and test alternative outcomes	Evaluation of Final		(Exceeding, Meeting, Approaching, and Not	development of ideas independent of computer					
against relevant	Project During the		Meeting the Learning	work (which tends to freeze-					
criteria and	student's final	Qualitative assessment by instructor	Outcome) after student's	up development of design					
standards.	presentation.	and jurors attending final review.	final presentation.	thinking skills).	11	36.36%	27.27%	36.36%	
C1: Collaboration:			Exceeding Standards: A,						
Ability to work in			A-						
collaboration with others and in	Evaluation of		Meeting Standards: B+, B, B-, C+						
mutidisciplinary	student's	Determined by grade on assignment.	Approaching Standards:						
teams to successfully	collaborative success	Grade reflects instruction	C, C-						
complete design	during group work	observations combined with peer	Not Meeting Standards:	This is an acceptable result.					
projects.	projects	evaluation.	D+, D, D-, F	ACTION = no changes.	11	54.55%	36.36%	9.09%	
,	, ,		Each juror reported their	5					
B.5: Life Safety			evaluation						
Ability to apply the			(Exceeding, Meeting,						
basic principles of	Evaluation of Final		Approaching, and	This is an acceptable result.					
life-safety systems	Project During the		Not Meeting the Learning	This basic aspect should not					
with an emphasis on	student's final	Qualitative assessment by instructor	Outcome) after student's	over-shadow other design					
egress.	presentation.	and jurors attending final review.	final presentation.	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				Clearly a shortcoming on the					
impacts of building				instructor's part. ACTION =					
construction and				Incorporate sustainable design					
operations on future				requirements into design					
generations through			Instructor evaluated	requirements. Incorporate					
means such as	Evaluation of Final		(Exceeding, Meeting,	sustainable concepts into					
carbon-neutral	Evaluation of Final		Approaching, and	precedent research.					
design, bioclimatic design, and energy	Project During the student's final	Qualitative assessment by instructor	Not Meeting the Learning Outcome) after student's	Emphasize necessity to discuss sustainable aspects during the					
efficiency.	presentation.	and jurors attending final review.	final presentation.	final presentation.	11				100%
emoleticy.	presentation.	and jurous attenuing illiar review.	iniai presentation.	iniai presentation.	11	l	l	1	100/0

A.5: Investigative									
Skills:									
Ability to gather,			Exceeding Standards: A,	Students who did not meet					
assess, record, apply,			A-	standards failed to perform					
and comparatively			Meeting Standards: B+, B,	outside research on their					
evaluate relevant		Student showed evidence of outside	B-, C+	assigned building. ACTION:					
information within		research about his/her chosen	Approaching Standards:	Encourage students to visit					
architectural		building and incorporated it into	c, c-	library and use internet					
coursework and	Final Project -	his/her drawings and oral	Not Meeting Standards:	sources to perform research					
design process.	Drawings	presentation.	D+, D, D-, F	during designated class times.	14	35.7%	28.6%	7.1%	28.6%
design process.	Weekly quizzes,	presentations	3., 5, 5 , 1	during designated class times.		33.770	20.070	7.170	20.070
	homework & lab								
	assignments, final								
	design project ("Cliff								
B 0 0	House"), unit tests,	Marilland and a start and a st							
B. 9. Structural	and, comprehensive	Weekly quizzes are typically essay-							
Systems:	final exam. All	type, and graded on a possible 10-							
Understanding of the	concepts of	point scale. Unit tests and final exam				1		1	
basic principles of	structural	are multiple-choice format. Lab				1		1	
structural behavior in	engineering,	assignments are more involved,				1		1	
withstanding gravity	including analysis	typically involve analysis and design of				1		1	
and lateral forces	methods, derivation	structural framing system such as							
and the evolution,	of loads, gravity &	frames, trusses, floor systems,							
range, and	lateral force resisting	bracing, etc. Final design project							
appropriate	systems, member	involves conceptual and details of a	A to B+ = Exceeding						
application of	design including	complete building structural system	B to C = Meeting						
contemporary	timber, steel and	incorporating construction of a highly	C- to D+ = Approaching						
structural systems.	reinforced concrete.	detailed scale model.	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			Exceeding Standards: A,						
relevant precedents			A-	The results were good in this					
and to make choices		Student's grade determined by quality	Meeting Standards: B+, B,	area. Continue in this					
regarding the		and completeness of research,	B-, C+	direction. ACTION = Continue					
incorporation of such		organization of information and	Approaching Standards:	to emphasize precedent					
principles into	Evaluation of	understanding of material—as	C, C-	research and intelligent					
architecture and	Precedent	evidenced by their insight into the	Not Meeting Standards:	incorporation into project					
urban design projects	Assignment.	assigned precedents.	D+, D, D-, F	design.	16	56.25%	31.25%	12.5%	0%
A.7: Use of	7.331g11111C11C	assigned precedents.	5.,5,5,1	design.	10	30.23/0	31.23/0	12.5/0	370
Precedents: Ability to						1		1	
examine and						1		1	
comprehend the						1		1	
						1		1	
fundamental			Franching Charles 4			1		1	
principles present in			Exceeding Standards: A,	The seconds were readily if					1
relevant precedents		Charles We are de det	A-	The results were good in this		1		1	
and to make choices		Student's grade determined by quality	Meeting Standards: B+, B,	area. Continue in this		1		1	
regarding the		and completeness of research,	B-, C+	direction. ACTION = Continue		1		1	
incorporation of such		organization of information and	Approaching Standards:	to emphasize precedent					
principles into	Evaluation of	understanding of material—as	C, C-	research and intelligent					
architecture and	Precedent	evidenced by their insight into the	Not Meeting Standards:	incorporation into project		1		1	
urban design projects	Assignment.	assigned precedents.	D+, D, D-, F	design.	11	45.45%	54.55%	l	

					1		1	1
A4 Technical								
Documentation:								
Ability to make	One completed							
technically clear	WALL SECTION							
drawings, write	assignment that							
outline	demonstrates that							
specifications, and	students will be able							
prepare models	to understand and							
illustrating and	replicate a							
identifying the	moderately complex							
, -	· ·							
assembly of	two dimensional							
materials, systems,	drawing using basic							
and components	AutoCAD drawing							
appropriate for a	and editing							
building design.	commands.	Rubric	see attached	23	83%	17%	0%	0%
	Weekly quizzes,							
	homework							
B. B12. Building	assignments, final							
Materials and	capstone design							
Assemblies:	project ("Office							
Understanding of the	Building"), unit tests,							
basic principles	and, comprehensive							
utilized in the	final							
appropriate selection	exam. Comprehensi							
of construction	ve overview of steel							
materials, products,	as used as a	Weekly quizzes are typically essay-						
components, and	construction	type, and graded on a possible 10-						
assemblies, based on	material, including	point scale. Unit tests and final exam						
their inherent	rolled steel shapes in	are multiple-choice format.						
characteristics and	addition to light-	Homework assignments are more						
performance,	gage steel products	involved, typically involve analysis &	A to B+ = Exceeding					
including their	such as metal	research of different types of steel	B to C = Meeting					
environmental	decking, bar joists,	products with attention on utilizing	C- to D+ = Approaching					
impact and reuse	studs.	"green"	D to F = Not Meeting	34	41.2%	50.0%	2.9%	5.9%
A4 Technical			9					
Documentation								
2 coamentation								
Ability to make								
technically clear						1		
drawings, write								
outline	One completed					1		
	•							
specifications, and	FLOOR PLAN					1		
prepare models	assignment used to							
illustrating and	assess students'							
identifying the	ability to securely					1		
assembly of	save, retrieve, and					1		
materials, systems,	plot drawing files to							
and components	correct scale on							
appropriate for a	correct border and					1		
building design	title block.	rubric	see attached	23	65%	26%	0%	9%

						,			
			Exceeding Standards: A,						
			A-	Students who did not meet					
			Meeting Standards: B+, B,	standards failed to attend					
			B-, C+	their final presentations in					
A.1: Communication			Approaching Standards:	order to present. ACTION =					
Skills: Ability to read,		Student came prepared to present.	C, C-	Strongly encourage students					
write, speak, and	Final Project - Oral	Oral presentation was clear and	Not Meeting Standards:	to prepare for and attend their					
listen effectively.	Presentation	concise.	D+, D, D-, F	final presentations.	14	35.7%	28.6%	7.1%	28.6%
A.5: Investigative									
Skills: Ability to				The results are mixed and					
gather, assess,				could be stronger. ACTION =					
record, apply, and			Each juror reported their	require more research of					
comparatively			evaluation (Exceeding,	precedents including library					
evaluate relevant			Meeting, Approaching,	research and reading in-depth					
information within	Evaluation of Final		and Not	essays about precedents.					
architectural	Project During the		Meeting the Learning	Direct students to do some					
coursework and	student's final	Qualitative assessment by instructor	Outcome) after student's	research which is not a simple					
design processes.	presentation.	and jurors attending final review.	final presentation.	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			Exceeding Standards: A,						
existing buildings), a			A-						
review of the									
relevant laws and			Meeting Standards: B+, B,						
standards and			B-, C+						
assessment of their			D, C.						
implications for the		Student's grade determined by	Approaching Standards:						
project, and a		development of assigned material.	C, C-	ACTION = More examples of					
definition of site		Thoughtfulness and completeness of	C, C-	successful pre-design should					
selection and design	Evaluation of first	assigned criteria reflected in grading	Not Meeting Standards:	prepare students to create					
assessment criteria.	design assignment.	of assignment.	D+, D, D-, F	better pre-design decisions.	11	18.18%	63.64%	18.18%	
assessment criteria.	acaign assignment.	or assignment.	5.,5,5,1	Action – although most	11	10.10/0	03.04/0	10.10/0	
				students meet and/or]				
			Exceeding Standards: A,	exceeded this standard, I]				
			A-	believe their architectural]				
			Δ-]				
			Meeting Standards: B+, B,	vocabulary to still be very basic. I intend to add]				
			B-, C+	vocabulary sheets pertaining]				
			D-, C+	to each assignment that all]				
	Weekly oral		Approaching Standards	students should know and will					
A.1: Communication	presentations of		Approaching Standards:	assess them based on]				
	· ·		C, C-]				
Skills Ability to	drawing assignments		Not Mooting Standard	presentations using the]				
read, write, speak,	for review and	Crading scales attached	Not Meeting Standards:	appropriate architectural	26	10.449/	63.000/	0.220/	0.220/
and listen effectively.	feedback	Grading scales attached	D+, D, D-, F	terminologies.	36	19.44%	63.89%	8.33%	8.33%

A4 Technical					1				
Documentation									
Ability to make									
technically clear									
drawings, write	One completed								
outline	WALL SECTION								
specifications, and	assignment used to								
prepare models	asses students'								
illustrating and	ability to understand								
identifying the	and employ standard								
assembly of	material sizes and								
materials, systems,	standard material								
and components	assemblies in								
appropriate for a	residential working								
building design	drawings.	rubric	see attached		23	52%	39%	0%	9%
B.4: Site Design	U-	Student provided a detailed site							
Ability to respond to		drawing showing existing conditions	Exceeding Standards: A,	Students who did not meet	1				
site characteristics		and new conditions in terms of	A-	this standard did not submit					
		vegetation, hard-scaping, building	Meeting Standards: B+, B,	site drawings that	1				
such as soil,			•						
topography,		location, legal setbacks, driveways and	B-, C+	demonstrated this learning					
vegetation, and		lot lines	Approaching Standards:	outcome. Action: Encourage					
watershed in the		Student's model showed evidence of	C, C-	students to submit site					
development of a	Final Project - Site	information compiled in his/her site	Not Meeting Standards:	completed site drawings on					
project design.	drawings & Models	drawing	D+, D, D-, F	time.	30	36.7%	53.3%	3.3%	6.7%
A.5: Investigative									
Skills Ability to				The results are mixed and					
gather, assess,			Exceeding Standards: A,	could be stronger. ACTION =					
record, apply, and	Required research of		A-	require more research of					
comparatively	accepted		Meeting Standards: B+, B,	precedents including library					
evaluate relevant	architectural graphic		B-, C+	research and reading in-depth					
information within	representations to		Approaching Standards:	essays about precedents.					
architectural	assist in completing		C, C-	Direct students to do some					
coursework and	weekly drawing		Not Meeting Standards:	research which is not a simple					
design process.	assignments	Grading scales attached	D+, D, D-, F	internet search.	36	47.22%	41.67%	8.33%	2.78%
A4 Technical		3							
Documentation	One completed								
	WALL SECTION and				1				
Ability to make	one completed				1				
technically clear	FLOOR PLAN				1				
drawings, write	assignment used to								
outline	assess students'								
specifications, and	ability to add				1				
prepare models	dimension, notes,								
illustrating and	and miscellaneous								
_					1				
identifying the	symbols to				1				
assembly of	residential plans,				1				
materials, systems,	sections, and								
and components	elevations, in accord								
appropriate for a	with industry	l			1				
building design	standards.	rubric	see attached		23	0%	44%	39%	17%

_		1	T	T	1			1	
B.6: Comprehensive									
Design: Ability to									
produce a									
comprehensive			Each juror reported their						
architectural project			evaluation (Exceeding,						
that demonstrates			Craidation (Executing)	Design skills can only be					
each student's			Meeting, Approaching,	improved with experience.					
capacity to make	Englanding (Final		and Not	ACTION = for those					
design decisions	Evaluation of Final			approaching the standard,					
across scales while	Project During the		Meeting the Learning	break down the process of					
integrating multiple	student's final	Qualitative assessment by instructor	Outcome) after student's	design into a smaller series of					
SPC/SLO's.	presentation.	and jurors attending final review.	final presentation.	steps.	16	43.75%	31.25%	6.25%	18.75%
B. 9. Structural									
Systems:									
Understanding of the									
basic principles of				Encourage students to apply					
structural behavior in				their knowledge and					
withstanding gravity				understanding of structural		1			
and lateral forces			Each juror reported their	concepts, learned in structures					
and the evolution,			evaluation	courses, in the design studio.		1			
range, and			(Exceeding, Meeting,	ACTION = Consider an					
_ ·	Fuelustian of Final		,						
appropriate	Evaluation of Final		Approaching, and	assignment which explicitly					
application of	Project During the		Not Meeting the Learning	requires incorporation of a					
contemporary	student's final	Qualitative assessment by instructor	Outcome) after student's	concept from the structural					
structural systems.	presentation.	and jurors attending final review.	final presentation.	theory course.	11	9.09%	63.64%	27.27%	
			Exceeding Standards: All						
			three assigned items						
			exceed standard.						
			Meeting Standards:						
			Fewer than three						
			assigned items exceed						
			standard, but all meet						
			standard.						
			Approaching Standards:	All students were successful in					
			All three items complete,	this course, therefore no					
			but one or more not to	drastic actions are needed.					
			standard.	Proposed steps to improve the					
A 1. Communication				1					
A.1: Communication	Final Duniant		Not Meeting Standards:	'meeting standard' group		1			
Skills Ability to	Final Project –	Debit Control Control	Assigned items not	include: more use of real-					
read, write, speak,	Portfolio, Cover	Rubric assessment of final project by	complete or two items	world precedents and more			45 45-1		
and listen effectively.	Letter and Resume	instructor based on industry standard.	not meeting standard.	required iterations.	11	54.55%	45.45%		
				This result needs		1			
				improvement. ACTION =		1			
C. 1. Collaboration:			Exceeding Standards: A,	Students need to understand		1			
Ability to work in			A-	the value of group projects					
collaboration with			Meeting Standards: B+, B,	and its importance in the real		1			
others and in	Evaluation of		B-, C+	world. Keep assigning group		1			
multidisciplinary	student's	Determined by grade on assignment.	Approaching Standards:	projects and have students		1			
teams to successfully	collaborative success	Grade reflects instruction	C, C-	grade each other on level of		1			
complete design	during group work	observations combined with peer	Not Meeting Standards:	participation as incentive to be		1			
projects.	projects.	evaluation.	D+, D, D-, F	a productive group member.	16	62.5%	12.5%	6.25%	18.75%
projects.	projects.	Cvaldation.	ו, ט, ט, ט-, ו	a productive group illettibel.	10	02.5/0	14.5/0	0.23/0	10./3/0

	I	ı		Г			1	1	
				Students who meet and					
				exceed standard					
			Each juror reported their	demonstrated adequate					
			evaluation (Exceeding,	communication skills, however					
				this is a critical skill in an					
			Meeting, Approaching,	architect's development and					
			and Not	can always be emphasized					
A.1: Communication	Evaluation of Final			more. ACTION = consider					
Skills: Ability to read,	Project During the		Meeting the Learning	increasing verbal					
write, speak and	student's final	Qualitative assessment by instructor	Outcome) after student's	presentations in front of					
listen effectively.	presentation.	and jurors attending final review.	final presentation.	invited audiences.	16	25%	50%	25%	0%
C.9. Community and									
Social Responsibility:									
Understanding of the			Each juror reported their						
architect's			evaluation (Exceeding,	This is an acceptable result.					
responsibility to work			, 5	ACTION = no changes.					
in the public interest,			Meeting, Approaching,	Consider targeted readings to					
to respect historic			and Not	emphasize community and					
resources, and to	Evaluation of Final			social responsibility, including					
improve the quality	Project During the		Meeting the Learning	magazine and newspaper	1	1			
of life for local and	student's final	Qualitative assessment by instructor	Outcome) after student's	articles and profiles of					
global neighbors.	presentation.	and jurors attending final review.	final presentation.	admirable practitioners.	16	43.75%	37.5%	12.5%	6.25%
Bloodi Heighbors.	presentation	una jarors accertaing mar review.	mar presentation.	darmable practitioners.	10	13.7370	37.370	12.570	0.2370
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			Exceeding Standards: A,						
environmental			A-	Students who did not meet					
impacts of building				this standard did not submit					
construction and			Meeting Standards: B+, B,	sustainable research and					
operations on future			B-, C+	associated drawings or					
generations through		Student included drawings or physical	3,3	material samples that					
means such as		samples of sustainable materials or	Approaching Standards:	demonstrated this learning	1	1			
carbon-neutral	Final Project -	technologies to be included in their	C, C-	outcome. Action: Encourage					
design, bioclimatic	Drawings &	design and were able to explain how	-, -	students to submit completed]	1			
design, and energy	Sustainable	the sustainable technology was	Not Meeting Standards:	sustainable research and	1	1			
efficiency.	Materials Research	integrated into their design.	D+, D, D-, F	drawings on time.	30	36.7%	53.3%	3.3%	6.7%
A.8: Ordering	acc.iais nescuren	graceaco a.e.ii desigiii	Exceeding Standards: A,			23/0	23.270	2.5,5	5,5
Systems Skills			A-]	1			
Understanding of the					1	1			
fundamentals of		Students used a parti and supporting	Meeting Standards: B+, B,	Students who did not meet	1	1			
both natural and		diagrams to show basic design	B-, C+	this standard did not submit	1	1			
formal ordering		ordering systems (public vs. private	2,0	diagrams and drawings that	1	1			
systems and the		space; hierarchy of circulation; etc)	Approaching Standards:	demonstrated this learning	1	1			
capacity of each to		space, merarchy of circulation, etc)	C, C-	outcome. ACTION: Encourage	1	1			
inform two- and	Final Project	Student's drawings demonstrated	C, C-	students to submit completed					
three-dimensional	Final Project - Diagrams and	ability to translate their parti and	Not Mooting Standards	diagrams and drawings on	1	1			
	_		Not Meeting Standards:		30	26 70/	52 20/	2 20/	6 7%
design.	Drawings	diagrams into a fully developed design	D+, D, D-, F	time.	30	36.7%	53.3%	3.3%	6.7%

Automotive Technolog	īV								
Automotive recimolog				The major concern that					
				resulted in students					
				"approaching" is not					
				completing the vehicle					
			Standard grading	_					
			Standard grading	information (engine size, VIN,					
			schedule:	mileage ect. on the heading of					
				the repair order). This is more					
			>/=90% = Exceeding	of a "clerical" problem. i.e.					
				students either did it or					
	Students completed		70 – 89% = meeting	not. More emphasis will be					
	an industry standard			placed on reinforcing the					
Provide verbal and	repair order		60-69% = approaching	importance of complete					
written diagnosis and	pertaining to the			vehicle information and the					
repair descriptions.	above vehicle.	Specific rubric for repair order.	<60% = not meeting	impact on a student grade.	22	40.9%	9%	40.9%	9%
1			Final letter grade of	,					
	Laboratory hands-on		student Lab grade			1			
	assignments on		signifies learning			1			
	college owned and		outcome performance as						
	customer vehicles.		follows;						
Maintain Dinaman			1						
Maintain, Diagnose	Performance exam		Grade of A to B+ exceeds						
and repair	on transmission	Laboratory hands-on assignments on	meeting the standard						
automotive and light	diagnosis and repair.	college owned and customer vehicles.	Grade of C to B meets						
duty truck		Performance exam on transmission	standard						
transmissions,	Diagnostic process	diagnosis and repair.	Grade of D to C-						
transaxles, transfer	questions; in the		approaching the standard						
cases and final drive	form of Unit tests	Diagnostic process questions; in the	Grade of F to D- is not						
units	and quizzes.	form of Unit tests and quizzes.	meeting the standard		22	27%	36%	28%	9%
				Stress the importance of					
				correctly identifying and listing					
Provide verbal and				all required repairs needed on					
written diagnosis and	Disc Brake Inspection	Observation & Grading – 5 items on		the repair order and service					
repair descriptions.	Performance Exam	check off sheet.		information sheets.	31	84%	11%	5%	
repair descriptions.	Students are	check on sheet.		information succes.	31	0470	11/0	370	
	required to fill out					1			
	•		Assessed on a 40 point			1			
	industry standard		Assessed on a 40 point			1			
	repair info, on a live		scale;			1			
	work form, for each		l			1			
	job completed. The		>35 Exceeds standards						
	information is		30-34 Meets standards						
Provide verbal and	verbally repeated to		25-29 Approaching						
written diagnosis and	the instructor and		standards						
repair descriptions.	ISA for clarity.	Live work forms – rubric at 40 points	<25 Below standards		22	41%	32%	22%	5%
Apply operational						1			
knowledge to the						1			
diagnosis of faults in									
various automotive						1			
and light duty truck	Disc Brake Inspection								
systems.	Performance Exam	Grading – 9 items on check off sheet.		none needed	31	100%			
-,	. S S	Sitems on the control of the control	ı			200,0	l .	1	1

		1	T	r		1	1	1	1
				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					
			Standard grading	instructional strategies and					
			schedule:	more individualized learning					
			scriedule.	activities need to be					
Diagnose and repair			>/=90% = Exceeding	implemented to focus on					
			7/-90% - Exceeding						
computer control	1 - b f		70 000/	these skills. The purchase and					
system components,	Lab performance		70 – 89% = meeting	student use of a diagnostic					
circuits and data	exam consisting of a			fault simulator would provide					
networks on	lab vehicle that was	Each student was observed by an	60-69% = approaching	customized individual					
automotive and light	"bugged" with a	instructor and evaluated using a		instruction to help with the					
duty trucks.	problem.	checklist/rubric.	<60% = not meeting	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	Disc Brake Inspection								
duty truck systems.	Performance Exam	Grading – 6 items on check off sheet.		none needed	31	100%			
			>80% Exceeds the						
			standard						
	Exam Questions #3,		70%-80% Meets the						
	6, 11, 14, 17, 24, 37,		Standard						
Student will be able				Higher emphasis on lab					
	38, 39, 47, 72, 86,		60-69% Approaches the	, ,					
to maintain,	87, 91, 94	Let 5 and a section of the OK and the or	Standard	activities that reinforce					
diagnose, and repair		Lab Exercise - performs OK, performs	Standard	academic lecture material to	20	2524	100/	222/	4.40/
electrical systems.	Lab Evaluation	with prompts, cannot perform grades		be implemented in Fall 2013	28	36%	18%	32%	14%
Demonstrate entry	B. B. L			Stress the importance of					
level employability	Disc Brake Inspection			safety glasses and fender		070/			
and safety skills.	Performance Exam	Observation of Performance Exam		covers.	31	97%			3%
	Laboratory	Laboratory hands-on assignments;							
	assignments on	formative pass/fail outcome;							
	vehicles.	Pass = completed to instructor							
	Performance exam	satisfaction, based on industry							
	on transmission	standards; fail = not completed to	Entry level and safety						
	diagnosis and repair.	instructor satisfaction.	skills assessed on a 50						
Demonstrate entry	Observed adherence	Safety infractions are noted during	point scale;						
level employability			i	İ	i	•	1	•	1
	to laboratory safety	each lab session; formative at 10							

	1	,		1			,		,
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.	J	Additional training aids and preparation in the use of measuring (micrometers, dial indicators) tools, and vehicle specifications are needed.	31	74%	13%	3%	10%

1
5%
12%
1
0%
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1

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Foundation			Students present to					
calculation: Given a			instructor					
blueprint or a jobsite								
situation, students			exceeded the standard:					
should be able to			students demonstrate					
determine the exact			detailed understanding					
depth and location to			S					
where a footing			meeting the standard:					
_			students demonstrate					
should be placed in			understanding					
order to build a			anderstanding					
foundation wall. The			approaching the					
top of the wall will								
need to be located at			standard: students					
a specific elevation			demonstrate partial					
when			understanding					
completed. Students								
will be expected to	Students are given		not meeting the					
adhere to specific	plan in which they		standard: students					
tolerances as well as	have to read and	Grading scale on how well students	demonstrate little or no					
meet building code	calculate for	abided by the course information	understanding					
requirements.	foundation	presented in the class		19	21%	47%	32%	0%
·		•						
			exceeding - 90% or					
			greater					
			meeting - 80% - 89%					
		grading scale A-F	approaching - 70% - 79%					
		Brading scale 77 1	not meeting - less than					
Tool proficiency	exercises & ongoing	continual monitoring	70%	6				
Masonry general:	exercises a origonia	Continual monitoring	7070	0				
Students should be								
able to correctly								
identify various								
masonry								
components as well			exceeded: final average					
as mixture ratios for			90 or above					
making concrete and		HW and class participation = 25% of						
mortar. Students		grade	met: final average 70-89					
should also be able								
to accurately		quizzes = 25% of grade	approached: final					
estimate quantities	Class participation,		average 60-69					
necessary to	homework, quizzes,	midterm & final = 50% of grade						
complete given	midterm and final		did not meet: final					
projects.	exams		average	12	8.3%	58.3%	25%	8.3%
-			-					
	Drawing assignments		exceeding - 90% or					
			greater					
	exams		meeting - 80% - 89%					
			approaching - 70% - 79%					
Blueprint	workbook		not meeting - less than					
interpretation	assignments	grading scale A-F	70%	36	35.3%	47.1%	2.9%	15%
interpretation	assigninents	Brading scale A-1	7070	30	33.370	7/.1/0	2.370	13/0

concerting - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - 80% - 89% approaching - 70% - 79% not meeting - 80% - 89% approaching - 70% - 79% not meeting - 80% - 89% approaching - 70% - 79% not meeting - 80% - 89% assignments assignments are students of a substantial data projects and industry standards select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects are meeting - 80% - 89% approaching - 70% - 79% not meeting the standards overall score of 70 80 or should be able to correctly project and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that projects and select the local that local the local that projects and select the local that local the local that projects and select the local that local the local that local the local that local the local that local the local that local the local that local the local that local the local that local the local that local the local that local that local the loc		T	1	1		1			
lab exercises assignments interpretation of working drawing should be able to correctly identify potential dangerous structions on the ploshtor/bab as well as different seenance, offer CSHA approved methods of addressing struation, and demonstrate and/or discribe correct and safe uses of typical jobsite equipment. Hand tool and shop tool proficiency, maintenance and lab exercises and solvery Tool proficiency, maintenance and safety Tool proficiency maintenance and safety To	Tool proficiency	exercises & ongoing		greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than	7				
interpretation of working drawing working drawing Safety: Student working drawing should be able to correctly identify dangerous situations on the jobstice) as well as identify dangerous different scenarios, offer CSHA approved methods of addressing situation, and demonstrate correct and safe uses of typical jobstice and safe uses of typical jobstice and safe uses of typical jobstice and safe uses of the presented in the presentation of the presentation of the presentation of the presentation of the presentation of the presentation of the presentations of the presentati		lab exercises		greater meeting - 80% - 89%					
Safety: Students should be able to correctly identify dangers presented in different scenarios, offer OSHA approved methods of addressing situation, and demonstrate and/or describe correct and safe uses of typical jobate equipment. Hand tool and shop tool proficiency—students should be able to correctly identify by name able to corre	interpretation of	_		not meeting - less than	_	F7.40/	42.00/		
should be able to correctly identify potential dangerous situations on the plostile (Alba as well as identify dangers presented in different scenarios, officer CSHA approved methods of addressing situation, and demonstrate and/or describe correct and safe uses of typical poists equipment. Midterm exam meeting the standard: overall score of 90 or above werall score of 90 or 90		lab projects	continual monitoring	70%	/	57.1%	42.9%		
presented in different scenarios, offer OSHA approved methods of addressing situation, and demonstrate and/or describe correct and safe uses of typical jobste equipment. Hand tool and shop tool proficiency-maintenance and safety on only officiency - Students should be able to correct the tool that best satisfies a given task, and use the tool in the manner for which it was intended. Final exam meeting the standard: overall score of 60-69 Approaching the standard: overall score of 60-69 Nothing at this time - students are meeting goals According to manufacturer of tools in the manner for which it was intended. meeting the standard: overall score of 60-69 Nothing at this time - students are meeting goals According to manufacturer of tools in the manner for which it was intended. meeting the standard: overall score of 60-69 not meeting the standard: overall score of greater meeting each of the standard: overall score of greater meeting each of the standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of standard: overall score of greater meeting each overall score of standard: ov	should be able to correctly identify potential dangerous situations on the jobsite/lab as well as	Midterm evam		overall score of 90 or					
addressing situation, and demonstrate and/or describe correct and safe uses of typical jobsite equipment. Hand tool and shop tool proficiency, maintenance and safety on ongoing Tool proficiency, maintenance and safety on the bable to correctly identify by name and select the tool that best satisfies a given in the manner for which it was intended. Author Autho	presented in different scenarios,	final exam		meeting the standard:					
and/or describe correct and safe uses of typical jobsite equipment. Hand tool and shop tool proficiency, maintenance and safety Ongoing Tool proficiency Students hould be able to correctly identify by name and select the tool that best satisfies a given in the manner for which it was intended. And to continue with the standards assignment One of the project, students and industry standards	addressing situation,								
of typical jobsite equipment. Student presentations grading scale exceeding - 90% or greater meeting - 80% - 89% approaching - 70% - 79% not meeting - 180% approaching the standard: overall score of or greater meeting - 80% - 89% approaching - 70% - 70% or meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 79% not meeting - 180% approaching - 70% - 70% approaching the standard: - 90 Tool proficiency - Students should be able to correctly identify by name and select the tool that best statisfies a given task, and use the tool in the manner for which it was intended. Given a project, students are approaching the standard: - 20% approaching the	and/or describe								
Hand tool and shop tool proficiency, maintenance and safety 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 and saccording to manufacturer of tools and industry standards according to manufacturer of tools and industry standards greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than 70% 6 66.7% 33.3% Exceeding the standard: 590 Siven a project, students are approaching the standard: 50-69 according to manufacturer of tools and industry standards approaching the standard: 30-69 Advised to the standard: 44.1% 8% 5.9% Exceeding - 90% or greater meeting - 80% - 89%	of typical jobsite		grading scale		34	55.9%	32.4%	12%	0%
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. Given a project, students are assessed on how they use tools on the jobsite. A discording to manufacturer of tools and industry standards Pexceeding the standard: A approaching the standard: A students are assessed on how they use tools on the jobsite. A during the standard: A during the standa	tool proficiency, maintenance and			greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than	6	66 79/	22.29/		
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. Meanure of the manufacturer of tools and industry standards Exceeding - 90% or greater meeting - 80% - 89% Meanure of the standard: 70-89 Meanure of the standard: 60-69 Meanure of the standard: 70-89 M	Tool proficiency - Students should be	ongoing	Continual monitoring	exceeding the standard:	0	00.7%	33.3%		
in the manner for which it was intended. assessed on how they use tools on the jobsite. according to manufacturer of tools and industry standards not meeting: exceeding - 90% or greater meeting - 80% - 89% according to manufacturer of tools and industry standards exceeding - 90% or greater meeting - 80% - 89%	identify by name and select the tool that	Given a project,		_					
exceeding - 90% or greater meeting - 80% - 89%	in the manner for which it was	assessed on how they use tools on the		standard: 60-69					
greater meeting - 80% - 89%	intended.	jobsite.	and industry standards	not meeting:	34	41.2%	44.1%	8%	5.9%
Cabinetmaking not meeting - less than	_			greater meeting - 80% - 89% approaching - 70% - 79% not meeting - less than					
construction various lab projects continual monitoring 70% 6 66.7% 33.3%	construction	various lab projects	continual monitoring	70%	6	66.7%	33.3%		

_				•	•			1
Kitchen layout: Given								
a simulated								
remodeling project,								
students should be			exceeded the standard:					
able to identify			90 or above					
components, plan,								
design, and estimate			meeting the standard:					
the materials			70 - 89					
necessary to			70 - 85					
complete a			approaching the					
bathroom and a			standard: 60-69					
kitchen remodeling	Given a plan, student	Crading scales using the NVC Duilding	Standard. 60-69					
_		Grading scales using the NYS Building						
project within	will layout a kitchen	code and NKAB (National Kitchen &	not meeting the	40	26.20/	F2 C0/	4.60/	F0/
specific tolerances.	cabinet plan	Bath) guidelines	standard:	19	26.3%	52.6%	16%	5%
Tool proficiency -								
Students should be								
able to correctly								
identify by name and								
select the tool that			exceeding - 90% or					
best satisfies a given								
task, and use the tool	Dower to als safety		greater					
•	Power tools safety		meeting - 80% - 89%					
in the manner for	lab (2 days)		approaching - 70% - 79%					
which it was			not meeting - less than					
intended.	& ongoing	continual monitoring	70%	34		41.2%	44.1%	8.8%
			exceeding - 90% or					
			greater					
	questions on various	grading scale for exams	meeting - 80% - 89%					
	exams		approaching - 70% - 79%					
		presentation rubric for class	not meeting - less than					
Employment skills	class presentation	presentation	70%	20	41.2%	47.1%	12%	5.9%
			exceeding - 90% or					
			greater					
			9					
	1-6-22		meeting - 80% - 89%					
NAZ-II I I	Lab 22		approaching - 70% - 79%					
Wall layout			not meeting - less than					
construction	Final exam	grading scale	70%	34	29.4%	38.2%	26%	5.9%
Floor							1	
layout/construction -							1	
Given a blueprint,							1	
students should be								
able to identify and							1	
accurately layout the							1	
framing members							1	
necessary to								
construct a floor							1	
system, physically cut							1	
the components and			exceeding - 90% or				1	
using a team			greater				1	
approach, assemble			meeting - 80% - 89%					
the floor system			approaching - 70% - 79%				1	
within specified		grading scale	not meeting - less than					
tolerances.	Lab 19, final exam		70%	34	32.4%	38.2%	26%	2.9%
נטובו מוונב.	Lau 13, illidi Exalli	1	70/0	J4	J4.4/0	30.2/0	20/0	2.3/0

Computer-Aided Drafti	ing 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	Assigned drawing								
processing systems.	projects w/ sketch &		3/3 Exceeding & Meeting						
14. Design products	planning, as per	3 check system, 1 check for sketch &							
using parametric	topic area from	plan, 2nd check for completing project	2/3 Approaching	Encourage student to get the					
solid modeling	workbook and	on CADD/paper, 3rd check for		assignments done and turn in					
software.	textbook.	correcting project to 100%	1/3 & 0/3 Not meeting	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						1			
printed/plotted sets						1			
of working drawings									
that conform to the						1			
American Society of	Assigned drawing					1			
Mechanical	projects w/ sketch &								
Engineers Y14	planning, as per					1			
Design/Drafting	topic area from		3/3 Exceeding & Meeting			1			
standard.	workbook and	3 check system, 1 check for sketch &	3/3 Exceeding & Meeting						
	textbook.	plan, 2nd check for completing project	2/2 Approaching						
#9 Specify commonly used materials in	LEXIDOUK.	on CADD/paper, 3rd check for	2/3 Approaching			1			
making various types		correcting project to 100%	1/2 8, 0/2 Not mosting			75%	0%	12.5%	12 5%
making various types	l	correcting project to 100%	1/3 & 0/3 Not meeting		8	/370	070	12.3%	12.5%

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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.									
Soliting Ci	Unit Test on:								
4. Learn and master	Sketch various								
the use of at least	geometric shapes								
two different types	using orthographic &								
of computer 3D	pictorial projection,								
graphic software.	draw & delineate								
	various mechanical								
9. Specify commonly	parts using								
used materials in	orthographic &								
making various types	pictorial projection,								
of parts based on	and draw &								
knowledge of cast,	delineate complete,								
forged, stamped,	partial, enlarged, &								
machined, extruded,	reduced views								
and other	following American								
manufacturing	Society of								
processing systems.	Mechanical								
.	Engineers &		90-100 Exceeding 75-90						
14. Design products	International		Meeting 60-75						
using parametric	Organization for		Approaching						
solid modeling	Standardization	Grades on quiz and test are scored							
software.	standards.	from 0 to 100	Below 60 not meeting	none	8	25%	37.5%	0%	37.5%
4. Learn and master	Staridards.	110111010100	below oo not meeting	Hone	- T	2370	37.370	070	37.370
the use of at least									
two different types	Unit Test on:								
of computer 3D	Define & delineate								
· ·	various types of								
graphic software.									
9. Specify commonly	section views, define								
used materials in	& delineate cutting-								
making various types	plane lines and								
of parts based on	viewing-plane lines,								
knowledge of cast,	and define &								
forged, stamped,	delineate various								
machined, extruded,	types of section								
and other	lining as per material								
manufacturing	& American Society								
processing systems.	of Mechanical		90-100 Exceeding 75-90						
14. Design products	Engineers &		Meeting 60-75	Need to review this					
using parametric	International		Approaching	information to have students					
solid modeling		1	ı	1	1	1	1	1	I
John Houeling	Organization for	Grades on test and final are scored		ready for the ADDA national					

1				T					
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								1	
used materials in			90-100 exceeding					1	
making various types			_						
of parts.			75-89 meeting					1	
14. Design products			J	encourage students to study				1	
using parametric			60-74 approaching	and review the information					
solid modeling				needed to be ready for ADDA					
software.	Comprehensive final	grading scale	less than 60 not meeting	National Examination in May	8	12.5%	50%	1	37.5%
1		, 5 5			1		1	1	

	1			T	1	1		1	1
Delineate various									
mechanical types of									
parts by following									
the industry									
standard, as it relates									
to line quality,									
lettering, geometric									
constructions,			90-100 Exceeding 75-90						
multiview drawings			Meeting 60-75						
			_						
(orthographic	O de la Characterida	Condense of the state of the st	Approaching						
projection), and	Quiz on Standards	Grades on quiz and test are scored							
sectioning.	etc.	from 0 to 100	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	Assigned Workbook								
making various types	problems, as per the								
of parts based on	topic area from book								
-									
knowledge of cast,	they purchased.								
forged, stamped,									
machined, extruded,	Course SLO:								
and other									
manufacturing	2.1 Sketch various								
processing systems.	geometric shapes		2 check system, 1 check						
14. Design products	using ASME		for completing & turning						
using parametric	standards,	Assigned drawing projects w/ sketch &	in project, 2nd check for						
solid modeling	Orthographic &	planning, as per topic area from	correcting project to						
software.	Pictorial projection.	workbook and textbook.	100%	none	8	100%			
4. Learn and master	- reservan projection								
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.			90-100 Exceeding 75-90						
14. Design products			Meeting 60-75						
			_						
using parametric	Ouiz on Draination	Crades on quiz and test are seemed	Approaching						
solid modeling	Quiz on Projection	Grades on quiz and test are scored	Balance Connect	De la cofe de la l		250/	250/	250/	250/
software.	etc.	from 0 to 100	Below 60 not meeting	Review for test	8	25%	25%	25%	25%

	T =	I	1	1	T	ı	1		1
·	Unit Test on:								
	1.1 Define & apply								
1	the graphic								
	language, drafting								
	profession, use &								
	selection of tools &								
Delineate various	equipment.								
mechanical types of	1.2 Define & apply								
parts by following	the ASME standard								
the industry	lettering, alphabet of								
standard, as it relates	lines, and drawing								
to line quality,	formats for both inch								
lettering, geometric	and metric systems.								
constructions,	1.3 Define & apply		90-100 Exceeding 75-90						
multiview drawings	the various		Meeting 60-75						
(orthographic	geometric shapes &		Approaching						
projection), and	constructions of the	Grades on guiz and test are scored							
sectioning.	same.	from 0 to 100	Below 60 not meeting	none	8	37.5%	37.5%	12.5%	12.5%
	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 &								
Delineate various	equipment.								
mechanical types of	1.2 Define & apply								
parts by following	the ASME standard								
the industry	lettering, alphabet of								
standard, as it relates	lines, and drawing								
to line quality,	formats for both inch								
lettering, geometric	and metric systems.								
constructions,	1.3 Define & apply		2/2 Exceeding & Meeting						
multiview drawings	the various		, 1111 511 301						
(orthographic	geometric shapes &	2 check system, 1 check for	1/2 Approaching						
projection), and	constructions of the	completing & turning in problem, 2nd	5						
sectioning.	same	check for correcting problem to 100%	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							1		
of parts based on a									
knowledge of cast,									
forged, stamped,									
machined, extruded,									
· · · · · · · · · · · · · · · · · · ·			00 100						
and other			90-100 exceeding						
manufacturing									
processing methods.			75-89 meeting	Present material, practice and					
#14 Design products				test to get ready for the					
using parametric	Unit Test		60-74 approaching	American Design Drawing					
solid modeling				Association (ADDA) national					
software.		grading scale	below 60 not meeting	exam in May	8	50%		25%	25%
4. Learn and master									
the use of at least									
two different types	Final Exam on:								
of computer 3D									
graphic software.	3.1 Define &						1		
9. Specify commonly	delineate various						1		
used materials in	types of section								
making various types	views as per ASME &						1		
of parts based on	ISO.						1		
knowledge of cast,	3.2 Define &								
forged, stamped,	delineate cutting-						1		
machined, extruded,	plane lines and						1		
and other	viewing-plane lines						1		
manufacturing	as per ASME & ISO.								
processing systems.	3.3 Define &		90-100 Exceeding 75-90	Need to review this					
14. Design products	delineate various		Meeting 60-75	information to have students					
using parametric	types of section		Approaching	ready for the American Design					
solid modeling	lining as per material	Grades on test and final are scored		Drawing Association (ADDA)					
software.	& ASME & ISO.	from 0 to 100	Below 60 not meeting	national exam in May	8	12.5%	50%	0%	37.5%
Joitware.	A ASIVIL & ISO.	110111 0 10 100	Delow of hot meeting	national chain in Iviay		12.3/0	3070	370	37.370

		1			1		1	1	
	Assigned drawing								
	projects w/ sketch &								
	planning, as per								
	topic area from								
	workbook and								
	textbook.								
4. Learn and master	Course SLOs:								
the use of at least	2.2 Draw &								
	Delineate on ASME								
two different types									
of computer 3D	standard formats								
graphic software.	various mechanical								
9. Specify commonly	parts using								
used materials in	Orthographic &								
making various types	Pictorial projection								
of parts based on	following ASME &								
knowledge of cast,	ISO standards.								
forged, stamped,							1	1	
machined, extruded,	2.3 Draw &						1	1	
and other	Delineate on ASME						1	1	
manufacturing	standard formats						1	1	
processing systems.	complete, partial,					100% for	1	1	
14. Design products	enlarged, & reduced	3 check system, 1 check for sketch &		Student did not get work done		SLO 2.2			
- '						310 2.2			
using parametric	views following	plan, 2nd check for completing project		and in on time, will		07.50/ 5			42 50/ 6
solid modeling	ASME & ISO	on CADD/paper, 3rd check for		encouraged student to		87.5% for			12.5% for
software.	standards.	correcting project to 100%		complete assignments	8	SLO 2.3			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.							1	1	
3. Detail various							1	1	
types of parts as it							1	1	
relates to descriptive							1	1	
geometry, theory of							1	1	
projection, and									
auxiliary views.							1	1	
4. Learn and master							1	1	
the use of at least							1	1	
two different types							1	1	
of computer 3D							1	1	
graphic software.							1	1	
5. Detail complete	Assign software		2/2 exceeding and				1	1	
sets of working	based tutorials and	2 check system, 1 check for	meeting				1	1	
drawings for the	self-paced	completing & turning in the project by					1	1	
development,	instruction with	using the computers and printers	1/2 approaching				1	1	
production, and/or	activities to	provided. 2nd check for correcting	-, - approaciling				1	1	
servicing of various	complete and print	project to 100%	0/2 not meeting	none	8	75%	1	12.5%	12.5%
3CT VICITIE OF VALIDUS	complete and print	project to 100/0	0/2 not meeting	none	U	13/0	1	12.3/0	12.3/0

types of mechanical							ŀ	
systems.							ŀ	
6. Detail drawings							ŀ	
							ŀ	
relating to the areas							ŀ	
of welded fabricated							ŀ	
parts, piping,							ŀ	
hydraulics,								
pneumatics,								
structural, and sheet							ŀ	
metal/pattern							ŀ	
developments.								
7. Understand and							ŀ	
know how to use and							ŀ	
apply geometric form								
tolerances and true							ŀ	
positioning.								
_							ŀ	
9. Specify commonly								
used materials in				1			'	
making various types				1				
of parts.				1			'	
14. Design products				1				
using parametric								
solid modeling								
software.				<u> </u>				
Construction Managen	ment							
			4 = Exceeds Standard (B+					
Demonstrate a			& above)					
knowledge of			3 = Meets Standards(B to				ŀ	
moisture problems in			C)					
buildings			2 = Below (Approaching)					
_			, , , ,					
and understanding as			Standards (C- to D-)					
to means of proper	Computer Programs		1 = Failed to Meet					
mitigation.	& Lab Demos	Graded Moisture Analysis	Standards (F)	26	27%	50%	19%	4%
Review career								
opportunities								
available in the								
Construction			4 = Exceeds Standard (B+					
			,					
Management Field			& above)					
and develop			3 = Meets Standards(B to				ŀ	
professional			C)	1				
resumes,			2 = Below (Approaching)	1			'	
correspondences/lett	Internship Guideline	Student is successful in	Standards (C- to D-)	1				
ers in pursuit of a	& Requirements		1 = Failed to Meet	1				
	•	socuring an internehin		20	100/	E20/	00/	00/
formal internship.	Handouts	securing an internship.	Standards (F)	29	48%	52%	0%	0%
			4 = Exceeds Standard (B+	1			'	
			& above)	1				
Analyze and design			3 = Meets Standards(B to	1				
structural			(C)	1			'	
components and			2 = Below (Approaching)	1				
systems in typical			Standards (C- to D-)	1				
building types using	Charles and Coffee and	Craded structural analyses		I				
structural steel.	Structural Software & Codes	Graded structural analyses. Rubrics/Checklists	1 = Failed to Meet Standards (F)	26	46%	15%	35%	4%

Analyze building		I	I		1	I		
structural systems &								
components of			4 = Exceeds Standard (B+					
timber, steel,			& above)					
masonry, and			3 = Meets Standards(B to					
concrete in terms of			C)					
the forces applied to			2 = Below (Approaching)					
them, such as wind,	Structural Software		Standards (C- to D-)					
snow and	Structural Software	Graded structural analyses.	1 = Failed to Meet					
	Characterization of Control			27	150/	740/	70/	40/
seismic conditions.	Structural Codes	Rubrics/Checklists	Standards (F)	27	15%	74%	7%	4%
In a team								
setting: Produce								
working drawings								
and implement								
hands-on field								
coordination for								
actual building			4 = Exceeds Standard (B+					
projects. Also,			& above)					
provide field			3 = Meets Standards(B to					
direction for			C)					
underclassmen,			2 = Below (Approaching)					
while maintaining		Submitted Design/Build Plans	Standards (C- to D-)					
quality control			1 = Failed to Meet					
standards.	Design/Build Project	& Management Reports	Standards (F)	27	19%	67%	15%	0%
	, , , , , , , , , , , , , , , , , , ,		4 = Exceeds Standard (B+					
			& above)					
			3 = Meets Standards(B to					
			C)					
Complete a			2 = Below (Approaching)					
successful CM		Acceptable Industry	Standards (C- to D-)					
internship within the			1 = Failed to Meet					
specified silos.	Internship Handbook	Performance Outcomes	Standards (F)	25	96%	4%	0%	0%
			4 = Exceeds Standard (B+					
			& above)					
			3 = Meets Standards(B to					
			C)					
			2 = Below (Approaching)					
Create an accurate			Standards (C- to D-)					
schedule for complex	Scheduling computer		1 = Failed to Meet					
building projects.	software	Graded computer generated schedule.	Standards (F)	26	58%	42%	0%	0%
			4 = Exceeds Standard (B+		1			
Ability to understand			& above)					
storm water runoff			3 = Meets Standards(B to		1			
drawings,			C)2 = Below		1			
			(Approaching) Standards		1			
coloulations as"					1			
calculations, as well	C	Conduct SMODD And	(C- to D-)1 = Failed to	26	040/	400/	00/	00/
as shaping grades.	Computer Programs	Graded SWPPP Analysis	Meet Standards (F)	26	81%	19%	0%	0%
			4 = Exceeds Standard (B+					
Develop a project			& above)		1			
that includes site			3 = Meets Standards(B to					
planning,			C)		1			
' ' ' '			2 = Below (Approaching)		1			
construction analysis,			Standards (C- to D-)		1			
and scopes of work.	Scheduling Software	Graded Construction Schedule	• • • • • • • • • • • • • • • • • • • •	26	650/	250/	0%	0%
and scopes of work.	Scheduling Software	Graded Construction Strieddie	1 = Failed to Meet	26	65%	35%	U70	U70

			Standards (F)						1
			Standards (1)						
					1			-	
Comprehend the									
design-build process									
and its applications									
within the			4 = Exceeds Standard (B+						
construction			& above)						
industry. Demonstra			3 = Meets Standards(B to						
te understanding			C)						
of design-build			2 = Below (Approaching)						
delivery systems that			Standards (C- to D-)						
are commonly	Design/Build Hands-		1 = Failed to Meet						
practiced.	on Project	Completed Design/Build Project	Standards (F)		27	19%	78%	4%	0%
Produce designs to									
accommodate for			4 = Exceeds Standard (B+		No data				
lighting and			& above)		to date:				
acoustical needs in a			3 = Meets Standards(B to		We will				1
building. Also			C)		have				
demonstrate a			2 = Below (Approaching)		data for				
comprehension of			Standards (C- to D-)		next				
USGBC's LEEDs green			1 = Failed to Meet	We will have data for next	year's				
building program.	Computer Modeling	Graded Lighting & LEED assignments	Standards (F)	year's report.	report.				
					Data will				
					be				
					available				
					at the				
Analyze and design					end of				
structural					the				
components and				Data will be available at the	Spring				
systems in typical				end of the	2013				
building types using	Structural Analyses	Graded concrete structural analyses.			semester				
reinforced concrete.	& Codes	Rubrics/Checklists		Spring 2013 semester.	•				
Construction Technolo	gv								
			4 = Exceeds Standard (B+						
			& above)						
			3 = Meets Standards(B to						1
Generate a			C)						1
topographic survey			2 = Below (Approaching)						
using appropriate			Standards (C- to D-)						
survey instruments.			1 = Failed to Meet						
	Field Lab Exercises	Lab Exercises & Final Topo Drawing	Standards (F)		22	23%	55%	9%	14%
			4 = Exceeds Standard (B+		+	_3,0	2375	- / -	
			& above)						
			3 = Meets Standards(B to						
Complete a 10 hour			C)						1
OSHA construction			2 = Below (Approaching)						
site safety class			Standards (C- to D-)						
			1 = Failed to Meet						
	Industry Safety Class	Completed Industry Safety Class	Standards (F)		13	92%	8%	0%	0%
L	maastry Sarety Class	Completed maddity Safety Class	Januarus (1)	L	1.5	J2/0	070	070	370

	T	1	1	1	1				
			4 = Exceeds Standard (B+ & above)						
Create a plumbing			3 = Meets Standards(B to						
isometric drawing for a commercial rest			C)						
room facility			2 = Below (Approaching) Standards (C- to D-)						
	Related Plans &		1 = Failed to Meet						
	Specs	Completed Isometric Drawing	Standards (F)		17	53%	35%	6%	6%
			A. Francis Chardent (D.						
			4 = Exceeds Standard (B+ & above)						
			3 = Meets Standards(B to						
Commissional			C)						
Generate load tracing for a given			2 = Below (Approaching)						
structure.	Load Trace Lab		Standards (C- to D-) 1 = Failed to Meet						
	Exercises	Graded Load Trace	Standards (F)		17	47%	53%	0%	0%
			4 = Exceeds Standard (B+						
			& above)						
Perform a gradation,			3 = Meets Standards(B to C)						
proctor, and in-place			2 = Below (Approaching)						
density test.			Standards (C- to D-)						
	Lab Activity	Student Lab Performance & Report	1 = Failed to Meet Standards (F)		22	23%	73%	0%	5%
	Lub Activity	Student Lab Ferrormance & Report				2370	7370	070	370
			4 = Exceeds Standard (B+ & above)						
			3 = Meets Standards(B to						
			C)						
Create a critical path construction			2 = Below (Approaching)						
schedule.			Standards (C- to D-) 1 = Failed to Meet						
	Rubric	Graded Construction Schedule	Standards (F)		17	76%	12%	0%	12%
			4 = Exceeds Standard (B+	Action Items:					
Analyze the design			& above)	/ total recino					
and estimate the materials for a			3 = Meets Standards(B to						
commercial curtain			C) 2 = Below (Approaching)	1.Generate lab manual.					
wall system			Standards (C- to D-)	1.Generate lab mandal.					
		Lab Mock-up work & submitted	1 = Failed to Meet	2. Introduce Heavy					
	Lab Exercises	estimate	Standards (F)	Construction course material.	17	24%	41%	18%	18%
Create a sample			4 = Exceeds Standard (B+						
building contract			& above)						
which is in			3 = Meets Standards(B to						
compliance with New York State Building			C) 2 = Below (Approaching)						
Codes.			Standards (C- to D-)						
	Sample Contracts		1 = Failed to Meet						
	(AGC/AIAS)	Graded Completed Contract	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	Craded Wall Lavay	4 = Exceeds Standard (B+ & above) 3 = Meets Standards(B to C) 2 = Below (Approaching) Standards (C- to D-) 1 = Failed to Meet		28	32%	50%	14%	4%
Lumber Grades	Wood Lab Lab Demo graded	Graded Wall Layout Rubric	Standards (F) 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			, ,				1	1	·
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 seriesparallel.	Final Written Exam	Grading Scale	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,			0-59 N.M. 60-69 A 70-89 M						
including the topics	Exam 1	0-100 Grade scale	90-100 E	None (91% Meet or Exceed)	32	38%	53%	9%	0%

		T		T	1	1	ı	1	1
of electron theory,									
Ohm's Law, types of									
electrical circuits,									
and concepts in									
direct-current circuits									
and									
electromagnetism.									
Calculate voltage			0-59 N.M.						
sources, both single-									
phase and three-			60-69 A	(75% Meet or Exceed) Re-					
phase, including			00 0371	evaluate testing and teaching					
alternators,			70-89 M	materials. Spend more in-class					
generators, and			70 03 141	time for review and practice					
batteries.	Exam 2	Grading scale	90-100 E	problems.	32	25%	50%	9%	16%
Datteries.	EXdIII Z	Grading scale	90-100 E	problems.	32	23%	30%	970	10%
								6%	21%
						39%	34%		
				The majority of students who				Schematic	Schematic
			0-59 Not Meeting	did not meet expectations did		Schematic	Schematic	6%	16%
Wire direct-current			60-69 Approaching	not complete corrections to		45%	32%	Wiring	Wiring
motors and	Project 1 and Project		70-89 Meeting	original drawings – which led		Wiring	Wiring	6%	26%
	2	grading rubric (see attached)	90-100 Exceeding	to low final grade.	31	32%	36%		
generators.	2	grading rubric (see attached)	90-100 Exceeding		31	32%	30%		
		Grading Scale		The Electrical faculty conclude					
5		Grading Scarc	0.50	that troubleshooting needs to					
Diagnose residential	Project 5	0-100	0-59 Not Meeting	be emphasized more in lab					
and commercial		0-100	60-69 Approaching	and lecture classes. Quizzes					
cooling (air-	Troubleshooting		70-89 Meeting	could also be added as					
conditioning)	exam		90-100 Exceeding	assessment tools.	31	57%	5%	0%	38%
Golf & Plant Sciences									
Understand and									
apply the basic	2 lab guizzes -								
principles and	pruning								
terminology used in									
the care, pruning,	lab quiz -								
growth, propagation,	propagation								
growing media, soil	propagation								
amendments, and	Used the average of								
· ·	the three quizzes	anch quiz is worth 10 maints - 100%			16	37.5%	37.5%	18.75%	6.25%
fertilization of plants.	trie triree quizzes	each quiz is worth 10 points = 100%			10	37.5%	37.5%	18.75%	0.25%
Demonstrate			Exceeding- greater than						
proficiency in the			85%						
proper identification,			Meeting- 75% to 84%						
terminology, and use					1				
of trees, shrubs, and			Approaching- 65% to 74%		1				
groundcovers used in			Not meeting- less than		1				
various Northeast	Practical at end of		65%						
landscapes.	semester				22	82%	9%	9%	0%
Demonstrate]				
proficiency in the									
proper identification,					1				
terminology, and use					1				
of trees, shrubs, and					1				
groundcovers used in									
various Northeast									
landscapes.	Field quiz average				14	21.42%	7.1%	50%	21.42%
i iuiluscancs.	i iciu quiz avei age	Ì	1	Î	7-7	Z1.7Z/0	7.1/0	3070	Z1.7Z/0

		I	1: 050/	I				1	
			exceeding > 85%						
Demonstrate basic			meeting 75% - 74%	None, so long as 80% are					
knowledge of			approaching 65% - 74%	meeting or exceeding the					
botany.	3 exams in course	10 questions from each exam	not meeting	standard.	17	29%	53%	12%	6%
Demonstrate									
proficiency in the	In field quiz								
proper identification,			Exceeding- 85% or						
terminology, and use	Pre & post subject	For the in field quiz, used	greater						
of trees, shrubs, and	quiz	meets/exceeds scale.	Meeting- 75% to 84%						
groundcovers used in	1		Approaching- 65% to 74%						
various Northeast	final exam questions	For quizzes, used 0-100 grading scale.	Not meeting- less than						
landscapes.	(2)		65%		22	55%	14%	27%	5%
ішпизсирез.	(2)	Grading Scale	0370			3370	1470	2770	370
		90-100 = A							
Understand and									
apply the basic		85 - 89 = B+							
principles and		80-84 = B							
terminology used in		75-79 = C+				1	1		
the care, pruning,		70-74 = C							
growth, propagation,		65-69 = D+							
growing media, soil		60-64 = D							
amendments, and									
fertilization of plants.	Exam #1				14	7.14%	42.8%	25%	18.75%
			I		1 17	7.1470	42.070	2570	10.7370
Heating, Ventilation a	nd Air Conditioning	T		T			1	1	
Display the ability to									
measure, cut, and									
join steel pipe,									
copper tubing, plastic									
and cast-iron soil									
pipe; demonstrate									
knowledge of fittings			Exceeding: 81-100						
as well as basic			Meeting: 72-80						
fabrication of sheet-			Approaching: 60-71						
metal principles and			Not Meeting: 60 and						
layout techniques.	Term paper	numerical grading	below		28	50.00%	32.14%	17.85%	0%
Design and install	rem paper	g	Exceeding: 80-100			30.0070	32.1.70	27.0370	0,0
potable water,			Execeding, 60 100						
sanitary waste, and			Meeting: 72-80						
			Meeting. 72-80						
vent systems in			Approaching: 60.71			1	1		
residential and light	Business and the		Approaching: 60-71						
commercial	Project on bathroom					1	1	1	
buildings.	design	project rubric	Not Meeting: below 60		13	53.9%	30.8%	7.7%	7.7%
	"Principles of								
	Refrigeration"					1	1		
	Refrigeration Service		exceeding: 80-100						
Recognize and	Engineers Society					1	1		
respond to	RAC 1 Lessons" 1,2		meeting: 72-80						
emergencies by	and 3, homework					1	1		
making appropriate	assignments and		approaching: 60-71			1	1		
decisions regarding	quizzes 1 & 2, final		'						
first-aid care	exam	grading scale	not meeting: less than 60		30	23%	67%	0%	10%
50 0.0 00.10		0		l .		_5,5	1 0.73	1 0,0	1 -0/0

	Unio atalala de la	T	dia 80 100	T	1	1	I		
	"Electricity for		exceeding: 80-100						
	HVACR Technicians"								
	chapters 4,5,8,9,10		meeting: 72-80						
Understand the basic	and 11 homework								
electricity knowledge	assignments and		approaching: 60-71						
necessary to HVAC	quizzes 2, 3, and 4								
mechanics	and final exam	grading scale	not meeting: less than 60		30	50%	23%	17%	0%
	"Electricity for								
	HVACR Technicians"		exceeding: 80-100						
	chapters								
	2,3,6,7,12,13 and 14		meeting: 72-80						
Understand the basic	homework								
electricity knowledge	assignments and		approaching: 60-71						
necessary to HVAC	quizzes 1,3 and 4		approaching, 00 71						
-		grading scale	not mosting, loss than 60		30	52%	100/	14%	15%
mechanics	final exam	grading scale	not meeting: less than 60		30	52%	19%	14%	15%
			Exceeding: 81-100						
			Meeting: 72-80						
Demonstrate basic									
knowledge of			Approaching: 60-71						
plumbing materials,									
tools, and			Not Meeting: 60 and						
equipment.	exam #1	numerical grading	below		28	71.42%	3.57%	7.14%	17.85%
Understand &									
discuss fundamental									
refrigeration									
principles, including:									
trade tools, gas laws,									
pressure/temperatur									
e relationship, heat									
transfer, refrigerants,									
compression cycle,									
compressors,									
condensers,	"Principles of								
evaporators,	Refrigeration"		exceeding: 80-100						
metering devices,	Refrigeration Service								
refrigeration oils,	Engineers Society		meeting: 72-80						
desiccants and driers,	RAC 1 Lessons 3, 8, 9								
evacuation, and safe	and 10 homework		approaching: 60-71						
handling of	assignments, quizzes]				
refrigerants	2 & 4, final exam	grading scale	not meeting: less than 60		30	27%	60%	0%	10%
Design and install									
potable water,					1				1
sanitary waste, and			Exceeding: 81-100						[]
vent systems in			Meeting: 72-80]				
residential and light		lah hathroom group rubric	Approaching: 60-71		1				1
commercial		lab bathroom group rubric	Not Meeting: 60 and						[]
	lab bathrass	numarical aradina	_		20	64 300/	17.050/	10.710/	7 1 40/
buildings.	lab bathroom project	numerical grading	below		28	64.28%	17.85%	10.71%	7.14%
Recognize and					1				
respond to			1]				
emergencies by			exceeding: 80-100		1				1
making appropriate	lab manual safety		meeting: 72-80		1				1
decisions regarding	practices (page 2) &		approaching: 60-71		1				1
first-aid care.	final exam	grading scale	not meeting: less than 60		30	47%	37%	17%	0%
	•		·			•			

		I	I	1	ı	1	ı	1
Demonstrate hands								
on knowledge of the								
refrigeration system,								
including skills in								
servicing, analyzing,			exceeding: 80-100					
problem solving, and	Lab manual projects		meeting: 72-80					
pertinent safety	4, 8 and 9 and final		approaching: 60-71					
The state of the s	•	and discount		20	270/	470/	170/	00/
practices.	exam	grading scale	not meeting: less than 60	30	37%	47%	17%	0%
Recognize and								
respond to								
emergencies by			exceeding: 80-100					
making appropriate	lab manual safety		meeting: 72-80					
decisions regarding	practices (page 2) &		approaching: 60-71					
first-aid care.	final exam	grading scale	not meeting: less than 60	30	47%	37%	17%	0%
	illai cxaiii	grading scale	not meeting. less than oo	30	4770	3770	1770	070
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			exceeding 80-100					
fabrication of sheet-			meeting 72-79					
	Ct I I							
metal principles and	Steel and copper		approaching 60-71					
layout techniques.	projects	project rubrics	not meeting	13	38.5%	53.9%	7.7%	0%
Demonstrate basic								
knowledge of			exceeding 80-100					
plumbing materials,			meeting 72-79					
tools, and			approaching 60-71					
equipment.	Final grades	Grading scales	not meeting below 60	13	46.15%	38.46%	15.38%	0%
	"Principles of							
	Refrigeration"							
Demonstrate hands-	Refrigeration Service							
on knowledge of the	Engineers Society							
refrigeration system,	RAC 1, Lessons:							
including skills in	2,4,5,6,7, and 10, 12							
servicing, analyzing,	homework		exceeding: 80-100					
	assignments and							
problem solving, and	•		meeting: 72-80					
pertinent safety	quizzes 1,3, and 4,		approaching: 60-71					
practices	final exam	grading scale	not meeting: less than 60	30	27%	60%	0%	10%
						1		
Understand basic			exceeding: 80-100			1		
electricity knowledge			meeting: 72-80			1		
necessary to HVAC	lab manual projects		approaching: 60-71			1		
mechanics	6 and 7, final exam	grading scale	not meeting: less than 60	30	37%	47%	17%	0%
mechanics	o and 7, illiai cxalli	grading scare	not meeting, less tridii 60	30	31/0	7//0	1//0	070
Recognize and						1		
respond to	"Electricity for							
	HVACR Technicians"		ovcooding: 80 100			1		
emergencies by			exceeding: 80-100			1		
making appropriate	chapter 1 homework		meeting: 72-80			1		
decisions regarding	assignment, quiz 1,		approaching: 60-71			1		
first-aid care	and final exam	grading scale	not meeting: less than 60	30	50%	20%	16%	14%

Natural Resource Recre	eation 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%	
	, voaa.	- Crading radine	The threeting of 1 per	quanty or assignment	1 30	0070	1 2 1,70	3,0	l
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 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		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.	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	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%	

	T	T	1166 1. 1.1	T	ı		1		
			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						
			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						
Domonstrato	Exam, Practical		bearing, knows some						
Demonstrate a	-		_						
fundamental ability	demonstration		map and terrain features,	This has a second					
to understand and	Course SLO:		has difficulty orienting	This has usually been covered					
practice specific	4)The student will		map with compass.	on day 2 or 3 of a three-day					
outdoor living skills	be able to		Not meeting Criteria: Has	trip, I believe it would produce					
that are necessary to	demonstrate proper		little or no	better results if introduced					
individual and group	navigational skills,		ability/understanding of	earlier and reinforced					
sustainability in a	including the use of		map or compass use or	continually throughout the					
remote settings.	map and compass	grading scale, rubric	orientation	experience.	25	8%	56%	36%	0%
				The class meets once/week,					
	Quiz		Exceeding: Achieves 85 or	and a large number of					
	Instructor		better on LNT exam and	students forget about the					
	Observation		follows all LNT principals	quiz. To improve quiz grades,					
			Meeting: Scores between	will go over the information in					
	Course SLO:		75 and 85 on LNT exam	class more thoroughly, rather					
	3)The student will be		and adequately follows	than have them study on own.					
Domonstrata tha	able to describe and		priority LNT practices	Most students follow the					
Demonstrate the	follow Leave No		Approaching: Scores	guidelines well in the field-it					
ability to know and	Trace principles		between 60 and 75 on	makes more sense to them					
implement theories	(LNT) and follow		LNT exam and follows	there. However, it is helpful to					
and practices of	proper land use		most LNT practices	start introducing the concept					
teaching, processing,	policies for		Not Meeting: Scores	pre-trip. Make online version					
and transference	backcountry travel in		below 60 on LNT exam	of the LNT quiz that produces					
with regards to	the New York state		and doesn't follow	a certificate of completion a					
adventure activities.	forest preserve	grading scale, rubric	priority LNT practices	graded assignment.	25	12%	48%	32%	8%

			Exceeding: Very positive					1
			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					
	instructor		follows priority safety					
	observation		procedures. Ok camp set					
	ODSCI VALIOII		up, a little disorganized,					
	exam		may lack some camp					
	CAUTT		hygiene. Scores between					
	Course SLO:		60 and 75 on exam.					
Demonstrate a	Course SLO.		Not Meeting: Poor					
fundamental ability	5) The student will		attitude, keeps to self,					
	follow individual and							
to understand and			safety only somewhat					
practice specific	group health and		considered, and					
outdoor living skills	safety guidelines on		contributes very little.					
that are necessary to	a backpacking trip		Camp set up poorly or					
individual and group	and have the skills to		improperly, poor					
sustainability in a	facilitate a safe	mulania anadiaa asala an awan	hygiene, and	25	24%	60%	16%	
remote settings.	backpacking trip	rubric, grading scale on exam	organization.	25	24%	60%	10%	
Park and Outdoor Recr				,				
	Exams							
	Work experience							
	evaluation							
Demonstrate skill	Course SLO:							
proficiency in various	7) The student will							
maintenance tasks,	be able to carry out a		Exceeding = 88%+					
including tool and	variety of							
equipment use,	maintenance tasks		Meeting = 75-87%					
relative to the	associated with							
upkeep of various	recreational facilities		Approaching = 60-74%					
park and recreation	using the							
facilities.	appropriate	grading scale	Not meeting = < 60%	6	83%	17%		
•							l.	

		T		T	1	1		1	
	equipment and								
	procedures								
	Exams								
Demonstrate a	Service day project								
thorough knowledge	participation/								
of those	reflection								
requirements	Course SLO:		Exceeding = 88%+						
necessary for the	6) The student will		Exceeding - 00701						
T	be able to articulate		Mosting = 75 979/						
management and			Meeting = 75-87%						
sustainable use and	principles, concepts,								
maintenance of	and issues in regard		Approaching = 60-74%						
parks, recreation,	to personnel								
and sports areas.	management	grading scale	Not meeting = < 60%		6	33%	50%	17%	
Demonstrate skill									
proficiency in various									
maintenance tasks,			Exceeding = 88%+						
including tool and									
equipment use,	Assignments		Meeting = 75-87%						
relative to the									
upkeep of various	Work experience		Approaching = 60-74%						
park and recreation	participation/		7.pp. 66 7 176						
facilities.	evaluation	grading scale	Not meeting = < 60%		6	83%	17%		
raciities.	exams, work	grading scale	Not meeting = < 00%		0	0370	1770		
	experience								
Demonstrate skill	evaluation								
proficiency in various	Course SLO:								
maintenance tasks,	1) The student will		Exceeding = 88%+						
including tool and	be able carry out and								
equipment use,	analyze appropriate		Meeting = 75-87%						
relative to the	maintenance								
upkeep of various	procedures for		Approaching = 60-74%						
park and recreation	recreational facilities		, , , , , , , , , , , , , , , , , , ,						
facilities.		grading scale	Not meeting = < 60%		6		100%		
Demonstrate skill	assignments, exams	Brading scare	140t meeting 1 0070		Ŭ		10070		
proficiency in various	Course SLO:								
1 3			Excooding = 999/1						
maintenance tasks,	5) The student will		Exceeding = 88%+						
including tool and	be able to articulate		Manting 75 070/						
equipment use,	the role of		Meeting = 75-87%						
relative to the	maintenance								
upkeep of various	personnel in the		Approaching = 60-74%						
park and recreation	development of new								
facilities.	recreational facilities	grading scale	Not meeting = < 60%		6	17%	67%	16%	
	quizzes, skills check,								
Demonstrate skill	work experience								
proficiency in various	evaluation								
maintenance tasks,	Course SLO:		Exceeding = 88%+						
including tool and	2)The student will be								
equipment use,	able to safely use the		Meeting = 75-87%						
relative to the	appropriate tools		_						
upkeep of various	and equipment for	grading scale	Approaching = 60-74%						
park and recreation	carrying out	5 - 1 ··· 6							
facilities.	maintenance tasks at	completion checklist	Not meeting = < 60%		6	17%	67%	16%	
idenities.	manitenance tasks at	completion enecklist	Not meeting - \ 00/0		U	1//0	0770	10/0	

		T	T	T	1	ı	ı	ı	
	recreational facilities								
Demonstrate a	assignments, exams								
thorough knowledge	Course SLO:								
of those	3)The student will be								
requirements	able to develop a		Exceeding = 88%+						
necessary for the	maintenance budget								
management and	and purchase		Meeting = 75-87%						
sustainable use and	appropriate								
maintenance of	equipment and		Approaching = 60-74%	Not approaching included one					
parks, recreation,	supplies for		, production of the control of the c	student who did not complete					
and sports areas.	recreation facilities	grading scale	Not meeting = < 60%	assignments	6	33%	50%	0%	17%
	•	l gramme court		B		1	1		
Physical Education Stu	dies	T	T	T	1	I	I	I	
3. Demonstrate a									
thorough grounding				96% of students are meeting					
in the theory and				or exceeding this SLO. This					
application of several			Exceeding 22-25 pts	activity and activities like this					
specific areas of the				engage student interest					
physical education			Meeting 18-21 pts	because it involves issues they					
discipline, including,				are dealing with, they work					
but not limited to			Approaching 15-17 pts	with their peers, problem					
lifetime and team	Health & Wellness			solve and use campus and					
sports.	Dilemma Activity	25 points	Not Meeting 0-14 pts	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					1				
in the theory and					1				
application of several					1				
specific areas of the					1				
physical education]				
discipline, including,				89% of students are meeting	1				
but not limited to				or exceeding the standard.]				
lifetime and team				Students without texts or who					
				miss class sometimes end up	1				
sports. 5. Demonstrate			Exceeding 22-25 pts	at the bottom of the scale as]				
proper safety,			22-23 pts	they do not complete or	1				
judgment, and			Meeting 18-21 pts	incorrectly complete anatomy					
decision making in			Misering 10-21 hrs	sheets. Need to ensure that	1				
			Approaching 1E 17 ats	students without texts have	1				
regard to potential and actual	Anatomy		Approaching 15-17 pts						
	Anatomy	35 pts based on source to a success	Not Mosting 0.14 sts	adequate resources to find	26	6.49/	250/	110/	
emergencies.	Identification Sheets	25 pts based on correct answers	Not Meeting 0-14 pts	anatomy models and terms.	36	64%	25%	11%	

	1	I			1	1	1	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.	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								
Welding reciniology			1. exceeding the			T		
			standard: grade A to B+					
			meeting the standard:					
Students will operate			grade C to B					
and troubleshoot								
	1 -	1 lab anadina mbaia	approaching the					
different welding	1. lab project sheets	1. lab grading rubric	standard: grade D to C-					
processes to produce	2	2 American Melding Conintra (AMC)	not meeting the					
sound welds with	2. welder	2. American Welding Society (AWS)	standard: grade F to D-	12	240/	E 40/	00/	150/
Success	qualification tests	welding procedure qualification	2. pass/fail	13	31%	54%	0%	15%
Read and correctly								
interpret both basic			and a street throughout					
and advanced			exceeding the standard:					
welding fabrication		1 2	grade A to B+					
blueprints, including		1. written exam by %	meeting the standard:					
welding symbols,		2. industrial/ornamental fabrication	grade C to B					
weld testing symbols,	1. blueprint quiz	project rubric	approaching the					
structural steel	2. lab project #1	3. industrial/ornamental fabrication	standard: grade D to C-					
shapes and welding	3. lab project #2	project rubric	not meeting the standard					
specifications.	4. lab final	4. written exam by %	F to D-	13	54%	23%	8%	15%
			exceeding the standard:					
			grade A to B+					
			meeting the standard:					
Work with various	1. safety violations		grade C to B					
types of welding	quiz		approaching the					
equipment according		1. written exam by %	standard: grade D to C-					
to prescribed safety	2. safety in welding		not meeting the					
standards	quiz	2. written exam by %	standard: grade F to D-	13	85%	15%	0%	0%
			exceeding the standard:					
			grade A to B+					
Students will operate			meeting the standard:					
and troubleshoot			grade C to B					
different welding			approaching the					
processes to produce	1. lab project #1		standard: grade D to C-					
sound welds with		industrial/ornamental fabrication	not meeting the					
success.	2. lab project #2	project rubric	standard: grade F to D-	13	54%	23%	8%	15%
	Oxy/fuel		Letter grade of student					
	1. oxy theory quiz		learning outcomes					
	2. chapter 32 test		performance is as					
	3. lab project sheet		follows:					
	S.M.A.W.	oxy/fuel	Exceeding the standard:					
	1. polarity quiz	1. written exam by %	grade of A to B+					
Students will operate	2. test prep	2. written exam by %	Meeting the standard:					
and troubleshoot	questions 1-10	3. lab grading rubric	grade of C to B					
different welding	3. chapter 3	S.M.A.W.	Approaching the					
processes to produce	homework review	1. written exam by %	standard: grade of D to C-					
sound welds with	questions	2. written exam by %	Not meeting the					
success.	4. lab projects	3. written exam by %	standard: grade of F to D-	21	62%	31%	5%	5%

	T	I		ı	1			1	1
	1. Gas metal arc								
	welding lab								
	setup/demo	1. rubric (checklist)							
	2. Gas tungsten arc		exceeding the standard:						
	welding lab	2. rubric (checklist)	grade A to B+						
	setup/demo		meeting the standard:						
Work with various	3. lab project sheet	3. lab grading rubric	grade C to B						
		5. lab grading rubite							
types of welding	4. chapter 2 test,	4	approaching the						
equipment according	questions 5,6,9,16	4. written exam by %	standard: grade D to C-						
to prescribed safety	5. chapter 10 test,		not meeting the						
standards	questions 9,23	5. written exam by %	standard: grade F to D-		21	83%	12%	0%	5%
			Letter grade of student						
	Oxy/Fuel		learning outcomes						
	1. Oxy/fuel lab		performance is as						
	demonstration	1. checklist	follows:						
	2. Oxy/fuel safety	2. written exam by %	Exceeding the standard:						
	quiz #1	3. written exam by %	grade of A to B+						
	3. Chapter 2 test,	4. written exam by %	Meeting the standard:						
Work with various	questions 8, 9, 17, 20	A = 100 - 93, A- = 92-89, B+ = 88-86,	grade of C to B						
types of welding	4. Chapter 32 test,	B = 85-82, B- = 81-79, C+ = 78-76, C =	Approaching the						
,,	•								
equipment according	questions 5-9, 15,	75-72, C- = 71-69, D+ = 68-66, D = 65-	standard: grade of D to C-						
to prescribed safety	16, 23	62, D- = 62-60, F = 59-0	Not meeting the						
standards	5. Lab project sheet	5. Lab grading rubric	standard: grade of F to D-		21	76%	19%	0%	5%
Qualification for									
certification									
according to A.W.S.	welder qualification	American Welding Society (AWS)							
standards	tests	welding procedure qualification	pass/fail		13	40%	30%	15%	15%
	1. lab project sheet								
	2. Gas metal arc		exceeding the standard:						
	welding		grade A to B+						
Students will operate	troubleshooting quiz		meeting the standard:						
and troubleshoot	3. Gas tungsten arc	1. lab grading rubric	grade C to B						
different welding	welding	2. written exam by %	approaching the						
J	troubleshooting quiz	3. written exam by %	standard: grade D to C-						
processes to produce		•							
sound welds with	4. chapter 10 test	4. written exam by %	not meeting the		24		220/	222/	50/
success.	5. chapter 15 test	5. written exam by %	standard: grade F to D-		21	40%	23%	32%	5%
Accounting									
			Exceeds >=85%						
			Meets 70%-84	Assessment of this objective					
Carridge and a collision of the			Approaches 60%-69%	,		1	1	1	
Students will be able			Fails to Meet < 60%	shows that students are					
to write coherent			I alls to wieet < 00%	exceeding and meeting the		1	1	1	
texts	Exams	Exam question		objectives.	21	45.45%	36.36%	13.63%	4.54%

	1	T	<u> </u>	1	1	1	1		
To prepare financial									
statements manually									
in accordance with									
generally accepted									
accounting principles									
(GAAP).									
(GAAP).			Exceeds >=85%						
4 6 4 4 11			Meets 70%-84						
1. Students will			Approaches 60%-69%	Based on data from all					
prepare in proper			''	sections, 71% meet or exceed					
format an income	Exam – income		Fails to Meet < 60%	SLO; will continue to reassess					
statement.	statement question	Exam question multi-step problem		after more data is gathered	19	52.63%	10.53%	0.00%	36.84%
			Exceeds >=85%						
Students will prepare			Meets 70%-84	Based on data from all					
in proper format a			Approaches 60%-69%	sections, 68% meet or exceed					
classified balance	Exam- balance sheet		Fails to Meet < 60%	SLO; will reassess after more					
sheet.	question	Exam question multi-step problem		data is gathered	22	54.55%	13.64%	4.55%	27.27%
3.1.000.	question	zxa question maio step prosiem		data is Butilet ea		3 113374	23.0170		2712770
			Exceeds >=85%						
			Meets 70%-84	Based on data from all					
Charles and Harrison			Approaches 60%-69%						
Students will prepare			Fails to Meet < 60%	sections, 71% meet or exceed					
in proper format an	Exam – income		rails to ivieet < 60%	SLO; will continue to reassess					
income statement.	statement question	Exam question multi-step problem		after more data is gathered	21	66.67%	14.29%	4.76%	14.29%
			Exceeds >=85%						
			Meets 70%-84	Data from all sections shows					
Students will prepare			Approaches 60%-69%	71% meet or exceed SLO; will					
in proper format an	Exam – income		Fails to Meet < 60%	continue to reassess after					
income statement	statement question	Exam question multi-step problem		more data is gathered	17	41.18%	52.94%	0.00%	5.88%
	1			l l					0.007
			Exceeds >=85%						
Charles and Harrison			Meets 70%-84	Based as Bata formall					
Students will prepare			Approaches 60%-69%	Based on Data from all					
in proper format a			Fails to Meet < 60%	sections, 68% meet or exceed					
classified balance	Exam- balance sheet		rails to ivieet < 60%	SLO; will reassess after more					
sheet.	question	Exam question multi-step problem		data is gathered	20	55.00%	15.00%	15.00%	15.00%
			Exceeds >=85%						
Students will prepare			Meets 70%-84	Based on data from all					
in proper format a			Approaches 60%-69%	sections, 68% meet or exceed					
classified balance	Exam- balance sheet		Fails to Meet < 60%	SLO; will reassess after more					
sheet.	question	Exam question multi-step problem		data is gathered	22	54.55%	22.73%	0.00%	22.73%
	4	, , , see a see p p see a see	Exceeds >=85%						
			Meets 70%-84			1			
				Based on total data for all		1			1
Students will prepare			Approaches 60%-69%	sections, 71% meet or exceed					
in proper format an	Exam – income		Fails to Meet < 60%	SLO; will continue to reassess		1			
income statement.	statement question	Exam question multi-step problem		after more data is gathered	22	31.82%	18.18%	9.09%	40.91%
			5 1 0==/	Satisfied with these results as		1			
Students will be able			Exceeds >=85%	the students that fell in the					
to use PowerPoint to			Meets 70%-84	"Fails to meet" category are		1			1
create a document			Approaches 60%-69%	again the ones that failed to		1			
that could be used in			Fails to Meet < 60%	come to class or turn in their		1			
another class.	Exams	Exam guestions and assignments		completed work.	20	60%	15%	0%	25%
20 22. 0.000		questions and assignments	I.	TTp.otouo.ki	~	00,0	10,0	1 0,0	20,0

			T				1	1	
Students will			Exceeds >=85%						
demonstrate the			Meets 70%-84						
ability to prepare			Approaches 60%-69%						
complex multi-step	Exam – income	Exam Question - multi-step income	Fails to Meet < 60%	88% meet or exceed SLO; will					
income statements.	statement question	statement		continue as existing strategy.	16	59.50%	28.00%	3.00%	9.50%
			Exceeds >=85%	Satisfied with these results as					
Students will be able			Meets 70%-84	the students that fell in the					
to use a spreadsheet to create a document			Approaches 60%-69%	"Fails to meet" category are again the ones that failed to					
that could be used in			Fails to Meet < 60%	come to class or turn in their					
another class.	Exams	Exam questions and assignments		completed work.	20	60%	15%	0.00%	25%
	EXCITIO	Exam questions and assignments		completed work.	20	0070	1370	0.0070	2370
Students will demonstrate a			Exceeds >=85%						
fundamental			Meets 70%-84	Students exceed the learning					
understanding of			Approaches 60%-69%	objective for presentation					
presentation			Fails to Meet < 60%	software so will continue in					
software.	Exams	Exam question		the same vein.	24	95.83%	4.16%	0.00%	0.00%
		· ·							
			Exceeds >=85%						
Students will prepare			Meets 70%-84	Based on data from all					
in proper format a	Exam question -		Approaches 60%-69%	sections, 68% meet or exceed					
classified balance	classified balance		Fails to Meet < 60%	SLO; will reassess after more					
sheet.	sheet	Exam question multi-step problem		data is gathered	20	40.00%	15.00%	10.00%	35.00%
Students will			Fycoods > -959/	Assessment of this objective					
demonstrate a			Exceeds >=85% Meets 70%-84	shows that students are					
fundamental			Approaches 60%-69%	exceeding the learning					
understanding of a			Fails to Meet < 60%	objective. My adjustment will					
word processing software program	Exams	Exam questions	Tails to Micet 1 0070	be to review the less common features of Word.	24	83.33%	12.50%	0.00%	4.16%
Software program	LAGIIIS	Exam questions		reactives of word.	24	83.3376	12.30%	0.00%	4.10%
Students will			Exceeds >=85%						
demonstrate the			Meets 70%-84						
ability to prepare	Exam question -		Approaches 60%-69%						
classified balance	classified balance		Fails to Meet < 60	88% meet or exceed SLO; will					
sheet.	sheet	Exam question multi-step problem		continue as existing strategy.	16	75.00%	13.00%	6.00%	6.00%
Students will			Exceeds >=85%						
demonstrate the			Meets 70%-84	69% meet or exceed SLO; will					
ability to prepare	Exam Question -		Approaches 60%-69%	continue as existing strategy					
cash flow	Cash Flow		Fails to Meet < 60%	and reassess after more data					
statements.	Statements	Exam question multi-step problem	Francisco CEC	is gathered	16	44.00%	25.00%	0.00%	31.00%
			Exceeds >=85%						
		 	Meets 70%-84 Approaches 60%-69%						
Students will be able		Test Questions	Fails to Meet < 60%						
to create a database file	Exam, assignments	Home Work No. 1	Tans to Micci Coom	None needed	44	50%	31%	0%	19%
	LAGIII, GSSIGIIIIIEIILS	HOHE WOLKING, I			***	30/0	31/0	0/0	13/0
Students will			Exceeds >=85%	Assessment of this objective					
demonstrate a fundamental			Meets 70%-84	shows that students are exceeding the learning					
understanding of a			Approaches 60%-69%	objectives. My adjustment will					
spreadsheet			Fails to Meet < 60%	be to reinforce all concepts of					
software program	Exam	Exam questions		Excel.	24	83.33%	8.33%	8.33%	0.00%
JOILWAIL PROGRAM	LAUITI	Exam questions	1	EACC!		03.33/0	0.55/0	0.33/0	0.0070

	1	T	T	T	1			I	
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%
				- Compressed starts		Informa-	Informa-	Informa-	Informa-
						tive	tive	tive	tive
						speeches	speeches	speeches	speeches
						76.19%	19.04%	4.76%	0%
			Exceeds >=85%	Assessment of this objective					-
			Meets 70%-84	shows that students had a		Persua-	Persua-	Persua-	Persua-
Students will develop			Approaches 60%-69%	better understanding and		sive	sive	sive	sive
proficiency in oral		Oral presentations graded through	Fails to Meet < 60%	performance of informative		speeches	speeches	speeches	speeches
discourse	Oral Presentations	rubrics and peer assessment		speeches.	21	61.90%	9.52%	19.04%	9.52%
Business & Technology	/ Management								
	Pre-class reading and								
Formulate strategies	comprehension of								
for international	relevant chapters								
business planning;	tested by:								
conduct situation									
analysis; identify	Readiness								
strengths and	Assessment Tests								
weaknesses; review	(RATs) #8-11 (4)								
the functions of									
marketing,	Application Focused								
production, and	Activity (AFA) Exam	4 RATs and 1 AFA Exam each scale of							
finance; develop	#3	0-10 (total 50 points); high scores							
entry strategies and		indicate better performance							
organizational	Final Exam (True-	5'	Exceeds >=89.5%						
structures; discuss	False #11-15;	Final Exam questions: T/F = 0-5, MC =	Meets 79.5%-89.4%						
political risk and its	Multiple Choice #36-	0-16, SE = 0-5, Total = 0-24	Approaches 69.5%-79.4%	Doduce the total number of					
management; and describe decision-	43; Short Essay	Desired 0.35	Fails to Meet < 69.5%	Reduce the total number of					
making processes	Question #53)	Project = 0-25		concepts to be covered so that students can comprehend the					
and controls.	25% of Project	Total for LO3 = 101 points		key concepts.	24	0%	29%	29%	42%
מווע נטוונוטוג.	23/6 UI PTUJECT	Total for LOS – 101 points		key concepts.	24	U/0	2370	2370	4270

	ı	T		T	1	1	1	1	1
Define motivation;									
examine the									
hierarchy-of-needs;									
apply motivation	Pre-class reading and								
theories to achieve	comprehension of								
employee	relevant chapters								
satisfaction in	tested by:								
international human									
resource	Readiness								
management;	Assessment Tests								
compare and	(RATs) #12-14 (3)								
contrast different									
leadership styles of	Application Focused								
U.S., European,	Activity (AFA) Exam	3 RATs and 1 AFA Exam each scale of							
Japanese, Chinese,	#4	0-10 (total 40 points); high scores							
and other regions;		indicate better performance							
discuss the	Final Exam (True-	'	Exceeds >=89.5%						
recruitment of	False #16-20;	Final Exam questions: T/F = 0-5, MC =	Meets 79.5%-89.4%						
international	Multiple Choice #44-	0-14, SE = 0-5, Total = 0-24	Approaches 69.5%-79.4%						
managers, and the	50; Short Essay		Fails to Meet < 69.5%	Provide more complex					
various sources,	Question #54)	Project = 0-25		Application Focused Activities					
selection processes,	Question is if	110,000 0 23		in order for students to					
and training	25% of Project	Total for LO4 = 89 points		deepen their comprehension	24	21%	38%	25%	17%
Define culture;	2570 01110ject	Total for EG4 = 65 points		deepen their comprehension	24	21/0	3070	2370	1770
compare and									
contrast cultural									
differences across									
nations; examine the									
challenges of									
_	Pre-class reading and								
managing across									
cultures; identify	comprehension of								
organizational	relevant chapters								
culture, the value of	tested by:								
diversity, and the	Dandinasa								
principles of building	Readiness								
a multicultural team;	Assessment Tests								
analyze various	(RATs) #4-7 (4)								
communication	A collection From 1	4 0 4 5 4 5 4 5 4 5 4 5 4 5 5 5 5 5 5 5					1		
styles and the	Application Focused	4 RATs and 1 AFA Exam each scale of					1		
challenge inherent in	Activity (AFA) Exam	0-10 (total 50 points); high scores							
language values, and	#2	indicate better performance	Exceeds >=89.5%				1		
cultural differences;	5: 15 %	<u> </u>	Meets 79.5%-89.4%				1		
and develop effective	Final Exam (True-	Final Exam questions: T/F = 0-5, MC =	Approaches 69.5%-79.4%						
skills to	False #6-10; Multiple	0-14, SE = 0-5, Total = 0-24	Fails to Meet < 69.5%						
communicate,	Choice #21-27; Short		1 ans to wieet < 09.5%	Reduce the total number of			1		
negotiate, and	Essay Question #52)	Project = 0-25		concepts to be covered so that			1		
bargain across				students can comprehend the					
cultures.	25% of Project	Total for LO2 = 101 points		key concepts.	24	0%	21%	29%	50%

					•	,	•	•	,
Explain the							1	1	
environment in									
which international							1	1	
businesses operate;	Pre-class reading and						1	1	
identify trends	comprehension of								
towards globalization	relevant chapters								
and international	tested by:								
linkage; analyze the	Readiness								
		2 DATe and 1 AFA France and seeds of							
political, legal, and	Assessment Tests	3 RATs and 1 AFA Exam each scale of							
technological	(RATs) #1-3 (3)	0-10 (total 40 points); high scores							
environment; and	Application Focused	indicate better performance	Exceeds >=89.5%						
discuss the	Activity (AFA) Exam								
importance of ethics	#1	Final Exam questions: T/F = 0-5, MC =	Meets 79.5%-89.4%						
and social	Final Exam (True-	0-14, SE = 0-5, Total = 0-24	Approaches 69.5%-79.4%						
responsibility in	False #1-5; Multiple		Fails to Meet < 69.5%	Provide more complex					
managing	Choice #21-27; Short	Project = 0-25		Application Focused Activities					
international	Essay Question #51)			in order for students to					
business.	25% of Project	Total for LO1 = 89 points		deepen their comprehension	24	0.00%	42%	25%	33%
Business Administration		'		· ·		l .			I.
Dusiness Auministratio	m - AAS			Additional business scenarios					
				will be integrated into lessons					
				and homework to increase the					
				practical application of					
				business math					
			Exceeds >=85%	concepts. Additional support					
			Meets 70%-84	outside the classroom will be					
				offered. More time will be					
			Approaches 60%-69%	devoted to core concepts and					
Students will			Fails to Meet < 60%	less on more advanced					
calculate trade and				concepts that are covered in					
cash discounts.	Exam	Exam question		other courses.	18	61.11%	16.67%	0.00%	22.22%
Understand									
entrepreneurship									
and its varying									
amount of control,									
risk, freedom and							1	1	
financial reward;							1	1	
differentiate							1	1	
different forms of	Pre-class reading						1	1	
business ownership;	and comprehension						1	1	
• •	of relevant chapters						1	1	
grasp the value of	tested by:						1	1	
business plans;	Readiness						1	1	
appreciate the		3 RATs and 1 AFA Exam each scale of					1	1	
complexity of ethical	Assessment Tests						1	1	
dilemmas, make	(RATs) #7-9 (3)	0-10 (total 40 points); high scores					1	1	
ethically sound	Application Focused	indicate better performance					1	1	
decisions;	Activity (AFA) Exam						1	1	
understand	#3	Final Exam questions 0-20 (total 20					1	1	
management	Final Exam (True-	points)	Exceeds >=89.5%						
responsibilities and	False #17-24;		Meets 79.5%-89.4%				1	1	
the importance of	Multiple Choice #49-	Total for LO3 = 60 points	Approaches 69.5%-79.4%	Reduce the total number of			1	1	
mission statements,	52; Short Essay		Fails to Meet < 69.5%	concepts to be covered so that			1	1	
and develop	Question #63).			students can comprehend the			1	1	
measureable goals.				key concepts	65	5%	14%	20%	62%
measureable godis.	l			ncy concepts	UJ	3/0	14/0	2070	02/0

				1	•	1			
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;	Pre-class reading and comprehension of relevant chapters tested by:								
develop "differences" in goods and services; understand that value equals price	Readiness Assessment Tests (RATs) #13-14 (2)								
plus customer benefits; develop plans to communicate to customers; set,	Application Focused Activity (AFA) Exam #5 Final Exam (True-	2 RATs and 1 AFA Exam each scale of 0-10 (total 30 points); high scores indicate better performance							
communicate goals, manage campaigns, and select promotional tools	False #33-40; Multiple Choice #57- 60; Short Essay Question #65).	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					
and media vehicles.				key concepts	65	2%	26%	23%	49%
Discuss fiscal and monetary policies, recognize the relationship between business and	Pre-class reading and comprehension of relevant chapters tested by:								
government, explain economic indicators and business cycles, assess global trends	Readiness Assessment Tests (RATs) #4-6 (3)								
and recognize different legal, political, and ethical environments, and	Application Focused Activity (AFA) Exam #2	3 RATs and 1 AFA Exam each scale of 0-10 (total 40 points); high scores indicate better performance	Exceeds >=89.5%						
sharpen leadership skills for future management	Final Exam (True- False #9-16; Multiple Choice #45-48; Short	Final Exam questions 0-20 (total 20 points)	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					
positions.	Essay Question #62).	Total for LO2 = 60 points		key concepts	65	8%	22%	28%	43%
Business and Professio	nal 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				Assessment data show that					
cutting a club to				students understand how to					
length, re-gripping		Students were required to	Evenedo > =0E0/	perform these activities					
and changing the grip		demonstrate competence in these	Exceeds >=85% Meets 70%-84	adequately. The person who					
size of a club and		areas by performing each club repair	Approaches 60%-69%	failed to meet the standard					
measuring and	Exam questions,	activity listed	Fails to Meet < 60%	simply did not do a few of the assignments. No changes are					
adjusting a club's swing weight	activity lists	Test Questions		planned at this time	15	40%	47%	6%	6%
SMILLE MEIRILL	activity iists	rest Questions		piarmed at tins time	1.5	+0/0	71/0	J/0	J/0

Describe how golf shop floor plans and merchandise displays	Exam questions,	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	Exceeds >=85% Meets 70%-84 Approaches 60%-69% Fails to Meet < 60%	Assessment data show that students understand this learning outcome. No changes	16	4207	500/		004
help to sell products	assignments	is calculated.		are planned at this time	16	43%	50%	6%	0%
Define several concepts central to the Association, including PGA		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.							
recognized golf		Test questions – Consists of	Exceeds >=85% Meets 70%-84						
facility, head golf		true/false, multiple-choice, matching, and short answers. Answers are either	Approaches 60%-69%	Assessment data show that students understand this					
professional, and assistant golf	Exam guestion,	correct or incorrect and a percentage	Fails to Meet < 60%	learning outcome. No changes					
professional	activity packet	is calculated.		are planned at this time.	15	60%	33%	6%	0%
		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.							
Describe the common approaches for pricing merchandise	Pricing assignment, test 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	16	75%	25%	0%	0%
Exhibit knowledge of computer applications as it relates to merchandise inventory, budgets, lessons, tournament set-ups, tee times,			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						
and written	Web page project	Create a web page	submit the webpage.	None needed	10	400/	E09/	00/	100/
communications.	Web page project	Create a web page		None needed	10	40%	50%	0%	10%

	1		1	1	1	1	1	1	
Develop an understanding of the basics of club design, repair, and club			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.						
fitting.	Student report	Student 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%
		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.							
Assess a facility's golf car needs and determine fleet size and equipment requirements	Exam question, activity 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	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%	10/0
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%

			T	1	1	1			
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%
		percentage is calculated		are planned at this time	13	40%	40%	20%	0%
Computer Information	Systems	1			1	1			
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	Assignmentcreate 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%

			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							
			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							
	team context, lents will test the		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		As this was a four-person-per- group project (and populated to avoid having all the best students in one group), the					
oper wire perf mea data vary	ration of ad hoc eless networks by forming surements of a throughput by ring distance and		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:		results were about as expected. The same basic scenario has in the past produced some excellent results.					
para anal resu theo perf	rference ameters, then lyze experimental alts compared to pretical formance, and tent and		Hypothesis/Procedure/Results/Conclu sions. 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	Exceeds >=90% Meets 70%-89% Approaches 60%-69%	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					
	ument their	Exam questions, assignments	presentation and include calculations, observations, and comments.	Fails to Meet < 60%	instructions. A quantitative rubric could improve focus.	19	0%	79%	21%	0%

		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							
Students should be		as WAN connectivity options.		Although the exercise was					
able to select		o A high-end router to provide		valuable, redesign this					
appropriate network		connectivity at the core of your		exercise completely with					
equipment based on		network.		updated information and a					
specified feature		For each system, provide a paragraph		much improved rubric. This					
requirements by		or two summarizing the equipment's		assignment was graded on					
researching and		capabilities (do not just copy and		perceived effort due to the					
evaluating		paste from the specifications), and a		wide range of answers, the					
commercially		price or price range. Be sure to select	Exceeds >=90%	rapid advancement of					
		equipment that meets these general	Meets 70%-89%	available equipment, and the					
available items, documenting their		specifications. Also, provide a fully-	Approaches 60%-69%	level of student knowledge					
	Fuere entertiere	1 .	Fails to Meet < 60%						
choices and selection	Exam questions,	qualified link to your purchasing	Tails to Wicet 4 00%	necessary to choose from a	40	0.40/	F0/	00/	440/
rationale	assignments	source.		broad number of offerings	19	84%	5%	0%	11%
				This outcome looks at the					
				culmination of the entire					
				semester and the final project					
Using various				that students turn in. Based					
programming				on the rubric for the project,					
languages, students				the majority of the students					
will create complete			Exceeds >=85%	have met or exceeded the					
programs—utilizing			Meets 70%-84	outcome and the four that did					
objects and straight		Final individual projectfive page	Approaches 60%-69%	not were students that did not					
programming to		HTML, CSS, and JavaScript interlinked	Fails to Meet < 60%	complete or turn in the project					
complete them.	Student project	web pages.		based on the criteria given.	20	45.00%	35.00%	0.00%	20.00%
				Additional stress and to be					
				Additional stress needs to be			1		
				put on the definition of			1		
Carrida mana a 200 ali anno			Exceeds >=85%	computer terms in relation to					
Students will discuss			Meets 70%-84	how a computer is used, how					
the reading material		For a constitution of the	Approaches 60%-69%	the computer uses its					
and define various		Exam questionExam One part one	Fails to Meet < 60%	components, and how a					
computer and		multiple choice on computer	i alls to ivicet < 00%	program uses the			I		
programming terms	Exam question	terminology definitions		components.	20	40.00%	20.00%	15.00%	25.00%

Hassitality Managama	ent Associatos Dogues								
Hospitality Manageme		T			I		1	1	ı
	Module #3: Develop								
	a menu for a								
	selected restaurant								
	concept								
	Learning Outcomes:								
	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						1		
	Study; Financial						1		
	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;								
Demonstrate a	a thorough and								
thorough	quality final portfolio	4.5							
understanding of the	of all draft and final	1. Project must contain final version of	100 050/5						
menu as a major	work.	menu that could be utilized in actual	100 – 85% Exceeding						
management tool for	3. Defend the	restaurant by guests, plus all of the	Expectations						
food service	validity and	draft documents that led up to final							
operations, including	justification for your	submission at the conclusion of the	84 – 75 % Meeting						
its role as a	selected concept and	semester.	Expectations				1		
merchandising	the resulting menu.	2 Charlest south solitons and and a state	74 CF 0/ Ammunochico				1		
mechanism and	Data Sources:	2. Student must make an oral and	74 – 65 % Approaching				1		
vehicle for the	1. Complete a menu	visual presentation of the menu at the	Expectations				1		
presentation of food	for a full service	conclusion of the semester. Overall	CA > 9/ Not Mooting				1		
and beverage	restaurant (see	project and presentation is graded	64 - >% Not Meeting		22	62.70/	0.0%	1.69/	22.70/
products.	attached)	using attached rubric.	Expectations	Eivo students in the heless	22	63.7%	9.0%	4.6%	22.7%
Demonstrate a	Course SLO-			Five students in the below			1		
thorough	Students will			expectations category, did not			1		
understanding of the	demonstrate their		Outcomes determined by	attempt to complete the project, reflecting all of the			1		
menu as a major	knowledge of		Outcomes determined by demonstrating key				1		
management tool for food service	applying			students in the "not meeting"			1		
	demographic		marketing and menu concepts, direct	category. The course			1		
operations, including	information, identify	Draiget outling as supplied by		description and well as project			1		
its role as a	market segments	Project outline as supplied by	competitor analysis as	criteria provides students with			1		
merchandising	and competitors and	instructor provides key areas required	well as content	the project weight for grading	60	60.30/	30.0%	1 50/	7 20/
mechanism and	apply this	and measurement factors.	presentation format.	but more emphasis will be	68	60.3%	30.9%	1.5%	7.3%

	T	T		1	1		ı	1	
vehicle for the	information when			placed on this in class					
presentation of food	developing a menu			presentation of the project					
and beverage	concept plan as			along with this summary					
products.	outlined in a written			exhibit to re-enforce the					
products.	paper			importance of completing this					
	Text chapters 1-2								
	•			assignment.					
	with corresponding								
	case studies. Project								
	criteria supplied by								
	instructor.								
	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,								
Demonstrate	which will be								
thorough	incorporated in a		Students will	Nine students did not attempt					
understanding of the	final course menu		demonstrate	to complete the assignment					
menu as a major	project.		fundamental	which reflects an 13.2% below					
management tool for	, ,		understanding	standards outcome. Action to					
food service			of merchandizing,	improve outcomes will include					
operations, including			mechanics, menu	sharing this SLO outcome					
its role as a	Text chapters 1-9		descriptions, category	summary to demonstrate					
	· ·			•					
merchandising	with corresponding		development, menu	student performance and how					
mechanism and	case studies and		balance as well as costing	they can improve on future					
vehicle for the	chapter questions as		recipes and menu pricing	performance by providing					
presentation of food	assigned. Project	Project outline as supplied by	designed for a specific	specific areas in the project					
and beverage	criteria outlined by	instructor provides key areas required	market. Menu graphic	that tend to be a weakness in					
products.	the instructor .	to meet measurement criteria.	and format stressed.	student projects.	68	4.1%	26.4%	10.3%	19.1%
			Exceeding: Responding						
			to the essay questions on						
			the final exam with 85%						
			accuracy or better.	Barrier and Barrier barrier					
			Meeting: Responding to	Develop a rubric whereby					
			the essay questions on	students can assess case study					
Demonstrate a				presentations as a					
thorough			the final exam with 74-	group. Then incorporate					
understanding of the			84% accuracy.	repetition with the rubric.					
menu as a major			Approaching:						
management tool for	Course Learning		Responding to the essay	The 12% that did not meet					
food service	Outcome #5 -		questions on the final	standards, simply did not					
operations, including	Rationally articulate		exam with 65- 74%	submit final essay					
its role as a	why menu planning		accuracy.	questions. They were					
merchandising	and control decisions		Failing to Meet:	instructed to submit them by a					
mechanism and	have been made in		Responding to the essay	deadline and they were not					
			questions on the final						
vehicle for the	certain situations.		exam with less than 64%	accepted after the					
presentation of food	E: 15 5			deadline. Perhaps this					
and beverage	Final Exam : Case		accuracy.	management skill should not					
products.	Study Exercises	Rubric		be linked to this assessment?	41	85%	0%	3%	12%

					1			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	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.		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					
products.	Final Menu Project	Rubric		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	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		100 – 85% Exceeding Expectations 84 – 75 % Meeting Expectations						
mechanism and	problem sets		74 – 65 % Approaching						
vehicle for the presentation of food	Understand the concept of menu		Expectations						
and beverage	engineering;	The highest grade from the two math	64 - >% Not Meeting						
products.	describe the steps	tests given counts as grade.	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.				

	I	I	1	Attack desirable and the second		ı			
				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.					
	Project Three-			*Comments- This class was					
	Students will			taught in 3 sections. In one					
	research and collect			section, the class room was at					
	and evaluate the			capacity which led to cramped					
	strengths and			space for students.					
	weaknesses of 5			Additionally, there was no					
	menus from at least			electronic overhead projector,					
Demonstrate a	3 different market			contributing to difficulty in					
thorough	segments and			presenting materials and					
understanding of the	discuss them in a			examples from the text to					
_	written format.			•					
menu as a major				supplement lecture slide					
management tool for	Chapter 1-6,			presentation. The tight space					
food service	corresponding cases			created poorer student					
operations, including	studies, chapter	The criteria outline as supplied by the	The students projects will	attention and peer pressure					
its role as a	assignments and	instructor for the project, details key	be measured by the	that may have led to mediocre					
merchandising	class lecture and	concepts regarding target market,	strength and weakness	performance. The results for					
mechanism and	discussion will allow	theme, key menu strategies and	analysis and ability to	this section were much lower					
vehicle for the	students to critique	effectiveness in menu merchandizing,	justify in writing their	than the other two sections,					
presentation of food	the menus for	mechanics and design as well as other	finding and assertions,	with more students choosing					
and beverage	strengths and	tools used in menu construction, that	based on course content	not to complete the					
products.	weaknesses.	the students will assess and critique.	and application	assignment.	68	41.2%	23.5%	17.6%	17.6%
Demonstrate a									
thorough	Course Learning								
understanding of the	Outcomes:		Answering questions						
menu as a major	Describe the		about the structure of						
1	structure of the								
management tool for	industry and the		the industry and the				1		
food service	specific		characteristics of menus						
operations, including	characteristics		Exceeding: with 85%				1		
its role as a	of types of menus		accuracy or better						
merchandising	relevant to various		Meeting: with 74-84%						
mechanism and	establishments in		accuracy.						
vehicle for the	the Hospitality		Approaching: with 65-				1		
presentation of food	industry.		74% accuracy	For the 15% that could			1		
and beverage			Not Meeting: with 64%	improve, I would continue					
products.	Discussion/Essay and		accuracy or lower.	to reinforce the need to read			1		
		Rubric			41	85%	10%	5%	
	Matching questions	Rubric		the materials and take notes	41	ō5%	10%	5%	

			1		1	1	1	1	
	Course Learning								
	Outcome # 2-								
	Define						1	1	
	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								
Demonstrate a	selection. Look at								
thorough	competition and								
_	•								
understanding of the	visualize how they								
menu as a major	target their market.								
management tool for	Menu Collection								
food service	Project:								
operations, including	Menus of different		Exceeding: greater than						
its role as a	operations		(84%)						
merchandising	presented with		Meeting: 74 – 84%						
mechanism and	physical		_						
vehicle for the	characteristics of the		Approaching: 65- 74%	Continue to nag those that					
presentation of food	menus identified and		Failing to Meet: 64% or	choose to not submit things					
and beverage	variables		less	within deadline. (the 10% that					
products.	differentiated.	Rubric		submitted nothing)	41	78%	5%	0%	10%
	Course Learning								
	Outcome #3 -								
	Identify costs and								
	calculations involved								
	in food service						1	1	
	management.			At midterm evaluations,			1	1	
Demonstrate a	Compute food costs			reinforce the need for tutoring			1	1	
thorough	and selling prices for			to pass the class.			1	1	
understanding of the	specific menu items						1	1	
menu as a major	and for a complete			Incorporate Peer			1	1	
management tool for	menu utilizing			Supplemental Instructors			1	1	
food service	standard recipes,			who attend class and then					
operations, including	yield tests and other		Exceeding: 85% or	conduct review sessions at					
its role as a	specialized		better.	times outside of class					
merchandising	techniques.		Meeting: 74-84%	time. PSI's will also provide			1	1	
mechanism and	Final Exam -		accuracy.	written feedback to the			1	1	
vehicle for the	computing food		Approaching: 65- 74%	instructor, explaining the					
presentation of food	costs and selling		Failing to Meet:	progress, the challenges and			1	1	
and beverage	prices and viold		64% or lower	the attendance pattern of	1		I	I	
	prices, and yield			the attenuance pattern of					1

	Module #1:								
	Understanding								
	Menus								
	Learning Outcomes:								
	 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						1		
	characteristics of an						1		
	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								
Demonstrate a	its menu								
thorough	Data Sources	Has student demonstrated							
understanding of the	Collect 3 hard copy	understanding of 8 characteristics of a							
menu as a major	and 3 internet	full service restaurant by articulating	100 – 85% Exceeding						
management tool for	menus from full	the analysis of each restaurant menu	Expectations						
food service	service restaurants	collected? (8 characteristics x 6 menus							
operations, including	and prepare a	@ 1 pt each = percentage calculated)	84 – 75 % Meeting						
its role as a	Concept Analysis		Expectations						
merchandising	Worksheet for all six	Each guiz and comprehensive	Expectations						
mechanism and	menus addressing	midterm graded on basis of 100%	74 – 65 % Approaching				1		
vehicle for the	the 8 characteristics		Expectations				1		
	of a full service	Grades 1 and 2 above added and	Lyberrations				1		
presentation of food		divided by total number	64 >9/ Not Mooting				1		
and beverage	restaurant.	2200 27 coca	64 - >% Not Meeting		22	F4 F9/	0.19/	10 20/	10 20/
products.	Quizzes		Expectations		22	54.5%	9.1%	18.2%	18.2%
Culinary Arts AAS	T			T	1	I	1	I	
Display familiarity			_ ,,				1		
with food and	Course Learning		Exceeding- 85 and above				1		
beverage cost	Outcome:						1		
control systems,	Understand the tools		Meeting- 75-84	More group interaction-					
including accounting	and methods			working through math			1		
systems applied to	applicable to cost		Approaching- 65-74	problems.					
sales, food, beverage	analysis.						1		
and labor cost	Data source: Final	Grading scale	Not Meeting- 64 and	Understand more reasoning			1		
controls.	Exam		below	and application of material	34	47%	8.8%	14.7%	29.4%
	LAUITI	I .	DCIOVV	and application of material	1 37	T1/0	3.070	17.7/0	£J.770

	T =: 1 =	T	T	T	1		1	1	
	Final Exam Grades								
	assess the following			1) To address lack of student					
	outcomes:			preparation for class:					
	describe			5-10 minute small-group					
	nutritional guidelines			review time at the end of each					
	2. list specific			class so that all students can					
	nutrients and			be engaged in the material					
	identify foods			covered during that lecture					
	necessary to			and will have an					
	maintain and			opportunity to clarify understa					
	promote health and			nding and ask questions					
	prevent disease.			Assigning daily homework					
	3. recognize reliable			that is linked more tightly					
	sources of nutrition			with the material we are					
	information			covering in lecture will serve					
	4. plan and market			9					
	nutritionally sound			to improve performance, as it					
	menus			will give students yet another					
	5. utilize			opportunity to reinforce what					
	computerized			they've learned in the					
	technology to			lecture. Past homework					
	analyze recipes,			focused more on the culinary					
				application of the					
	menus, or personal			concepts learned in class, and,					
	dietary data			while fun, it may be more					
	6. modify recipes			important to stick with a basic					
Demonstrate	using healthy			reinforcement of some of the					
knowledge of the	ingredients and		exceeding: 85 or above	learning outcomes.					
basic principles of	cooking techniques			2) Incorporation of Service-					
nutrition, including	7. discuss nutritional		meeting: 75-84	Learning project in spring 2013					
familiarity with	concerns of			semester, in which students					
carbohydrates, fats,	particular segments		approaching: 65-74	are engaged in community					
proteins, vitamins,	of the population			nutrition education in a hands-					
minerals, and water.		Grading scale	not meeting:	on way	34	58.8%	17.6%	11.7%	11.7%
Display familiarity									
with food and			Exceeding- 85 and above						
beverage cost	Course Learning		g						
control systems,	Outcome #2-		Meeting- 75-84						
including accounting	Analyze data from								
systems applied to	financial statements.		Approaching- 65-74						
sales, food,	iniunciai statements.		Approaching 03 / 1						
beverage, and labor	Quiz 1Questions-		Not Meeting- 64 and	Review, group/individual					[]
cost controls.	(16,17) specifically	Grading scales	below	homework opportunities.	34	47.06%	35.29%	20.59%	14.71%
COST CONTIONS.		Grading scales	below	nomework opportunities.	34	47.00%	33.29%	20.39%	14.71%
Display familiarity	Course Learning								[]
Display familiarity	Outcome #3-		Eveneding OF and altered						
with food and	Interpret the need		Exceeding- 85 and above						1
beverage cost	and use of		Manting 75 04						1
control systems,	technology		Meeting- 75-84						1
including accounting	assistance for Food								
systems applied to	and Beverage		Approaching- 65-74						[]
sales, food,	establishments.			Review rubrics for					1
beverage, and labor			Not Meeting- 64 and	functionality, assessing					1
cost controls.	Group Project	Rubrics, paper/presentation	below	pertinent information.	34	52.94%	35.29%	11.76%	0%

	T	ı			1	1		1	
	Course SLO: Apply								
	knowledge of proper								
	cooking techniques								16%
Understand and	and safety and								
apply the vocabulary	sanitation principles								* reflects
and practical skills	and practices.								students
required of the	Final Practical Exam:								still
culinary professional,	60 minute cook time,								enrolled
including cooking	create 2 portions of								that did
principles, food	a dish; include								not
science, sanitation,	protein, vegetable,			Re-write rubric to address					complete
and safe use and care	starch, sauce,			specific criteria within the					assignme
of equipment.	functional garnish	Grading Rubric	See attached	exercise.	75	49.34%	30.67%	4%	nt
or equipment.	-	Grading Nubric	See attached	exercise.	73	43.3470	30.0770	470	THC .
	Final course								
	grades to address			1) To address lack of student					
	course SLOs:			preparation for class					
	describe			5-10 minute small-group					
	nutritional guidelines			review time at the end of each					
	list specific			class so that all students can					
	nutrients and			be engaged in the material					
	identify foods			covered during that lecture					
	necessary to			and will have an					
	maintain and			opportunity to clarify understa					
	promote health and			nding and ask questions					
	prevent disease			Assigning daily homework that					
	recognize reliable								
	sources of nutrition			is linked more tightly with the					
	information			material we are covering					
	4. plan and market			in lecture will serve to improve					
	nutritionally sound			performance, as it will give					
	menus			students yet another					
	5. utilize			opportunity to reinforce what					
				they've learned in the					
	computerized			lecture. Past homework					
	technology to			focused more on the culinary					
	analyze recipes,			application of the			1		
	menus, or personal			concepts learned in class, and,			1		
	dietary data			while fun, it may be more			1		
	6. modify recipes			important to stick with a basic					
Demonstrate	using healthy		Exceeding- 85 and above	reinforcement of some of the					
knowledge of the	ingredients and		_	learning outcomes.					
basic principles of	cooking techniques		Meeting- 75-84	2) Incorporation of Service-			1		
nutrition, including	7. discuss nutritional			Learning project in spring 2013			1		
familiarity with	concerns of		Approaching- 65-74	semester, in which students			1		
carbohydrates, fats,	particular segments			are engaged in community					
proteins, vitamins,	of the population		Not Meeting- 64 and	nutrition education in a hands-			1		
minerals, and water.		grading scale	below	on way	38	47.3%	23.7%	7.9%	21.1%
illinerais, allu water.	1	grading scale	DEIGW	On way	50	47.370	23.1/0	1.370	Z1.1/0

					•	,			
	Course SLO:								
	Demonstrate								5%
Understand and	proficiency of several								
apply the vocabulary	classical vegetable								* reflects
and practical skills	cuts using a variety								students
required of the	of ingredients.								still
culinary professional,									enrolled
including cooking	Practical Exam:								that did
principles, food	small dice, julienne,								not
science, sanitation,	tourne, rondelle			Revise rubric; it currently does					complete
and safe use and care				1					·
	using at least three	Condina Rubaia wasa		not put enough weight on	00	450/	400/	100/	assignme
of equipment.	different vegetables	Grading Rubric used		student skill.	80	45%	40%	10%	nt
Hospitality Manageme		<u></u>		<u>, </u>					
	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		Exceeding- 85 and above	The data represented in					
Analyze marketing	examinations			learning outcome 1 pertains to					
strategies in order to	Final course project		Meeting- 75-84	examinations. Based upon the					
gain sustainable	In-class group			data, it appears that either I					
competitive	exercises and	Grading scale – 0-100	Approaching- 65-74	need to make exams more					
advantages within	reactions			difficult or I need to become					
the hospitality	presentations	Rubric used for final course project	Not Meeting- 64 and	more rigorous when it comes					
industry.			below	to grading the submissions.	15	53%	33%	13%	0%
,				This data pertains to class					
				participation and in-class	1			1	
			Exceeding- 85 and above	graded discussion assignments					
Analyze marketing			LACCCURE OF ARIA ADOVE	and exercises. Student	1			1	
strategies in order to			Meeting- 75-84	participation in this section	1			1	
_			ivicetilig- /3-04	1					
gain sustainable			Annuarchine CE 74	was very strong – and usually	1			1	
competitive	144.214	Grading scale – 0-100	Approaching- 65-74	of very high quality. As a					
advantages within	Written	1		result the assessment results					
the hospitality	examinations	Rubric used for final course project	Not Meeting- 64 and	were skewed at the high end	1			1	
industry.	Final course project		below	of the scale.	41	67%	33%		

		T	1	T	1	1	1	
	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,			The data specifically for				
	understanding the			learning outcomes 3, 4, and 5				
	distribution mix,			were related to the final				
	communications,			course project. Based upon				
	·			these results, I am aware that				
	advertising, sales			=				
	promotions,			the project needs to be				
	merchandising,		Exceeding- 85 and above	explained better from the				
Analyze marketing	personal selling,			onset. Additionally, it needs				
strategies in order to	public relations, and		Meeting- 75-84	to be presented earlier in the				
gain sustainable	pricing.	Crading scale 0.100		semester. New locations need				
competitive	Data Sources:	Grading scale – 0-100	Approaching- 65-74	to be secured. Expectations				
advantages within	Written	Dubais and for final source are is at		for written submission and				
the hospitality	examinations	Rubric used for final course project	Not Meeting- 64 and	presentation need to be				
industry.	Final course project		below	expanded.	41	100%		
	Course learning							
	outcome							
	#3: Analyze an			The data specifically for				
	organization's ability			learning outcomes 3, 4, and 5				
	to plan marketing			were related to the final				
	and advertising			course project. Based upon				
	campaigns through			these results, I am aware that				
	evaluating			the project needs to be				
	segmentation,		Exceeding- 85 and above	explained better from the				
Analyze marketing	trends, positioning			onset. Additionally, it needs				
strategies in order to	and marketing		Meeting- 75-84	to be presented earlier in the				
gain sustainable	objectives.			semester. New locations need				
competitive	Data sources:	Grading scale – 0-100	Approaching- 65-74	to be secured. Expectations				
advantages within	Written			for written submission and				
the hospitality	examinations	Rubric used for final course project	Not Meeting- 64 and	presentation need to be				
industry.	Final course project		below	expanded.	41	100%		

	т	T	1	T			1		,
	Course Learning								
	Outcomes #5:								
	Discuss the								
	importance of								
	controlling and			The data specifically for course					
	evaluating the			learning outcomes 3, 4, and 5					
	marketing plan by			were related to the final					
	answering the			course project. Based upon					
	_								
	questions: How do		Formation OF and above	these results, the project					
	we make sure we get		Exceeding- 85 and above	needs to be explained better					
Analyze marketing	there? And: How do			from the onset and presented					
strategies in order to	we know if we got		Meeting- 75-84	earlier in the semester. New					
gain sustainable	there?	_ ,, , , , , , , , , , , , , , , , , ,		locations need to be					
competitive	Data Sources:	Grading scale – 0-100	Approaching- 65-74	secured. Expectations for					
advantages within	Written			written submission and					
the hospitality	examinations	Rubric used for final course project	Not Meeting- 64 and	presentation need to be					
industry.	Final course project		below	expanded.	41		100%		
Hotel & Resort Manage			·		•	•	•	•	•
otel & Resolt Ivialiage	Written/hourly								
	exams 1 & 2				1			1	1
	used as outline for								
	course project								
Demonstrate	' '								
knowledge of	SEMESTER PROJECT								
convention	grading RUBRIC		Exceeding- 85 and above						
management and	attached	average of final course grades	Meeting- 75-84						
service, including	AH&LAS certification	average of written exams 1 &2	Approaching- 65-74						
ways to service	exam	average of semester project grades	Not Meeting- 64 and						
groups effectively.		AH&LA certification exam grades	below		41	58%	28%	13%	1%
Demonstrate		-							
knowledge of									
convention	AH&LA certification	100 question AH&LA certification	Exceeding- 85 and above						
management and	exam	exam	Meeting- 75-84						
service, including	written exams 1,2 &	CAUTI	Approaching- 65-74						
_	3	Postor report including grades and							
ways to service		Roster report including grades and	Not Meeting- 64 and		4.1	F 70/	220/	00/	20/
groups effectively.		score distributions attached	below		41	57%	32%	9%	2%
Travel & Tourism Mana			ı		1			1	1
	written hourly exams								
	1&2				1			1	1
	used as outline for	average of final course grades			1			1	1
Demonstrate	course project				1			1	1
knowledge of	SEMESTER PROJECT	average of written exams 1 & 2			1			1	1
convention	grading RUBRIC		Exceeding- 85 and above		1			1	1
management and	attached	average of semester project grades	Meeting- 75-84		1			1	1
service, including	AH&LAS certification		Approaching- 65-74						
ways to service	exam	AH&LA certification exam grades							
		The section of the se	Not Meeting- 64 and		41	F 70/	220/	00/	30/
groups effectively.			below		41	57%	32%	9%	2%
Demonstrate	AUQIA cortification]			1	1
knowledge of	AH&LA certification								
convention	exam	100 question AH&LA certification	Exceeding- 85 and above		1			1	1
management and		exam.	Meeting- 75-84		1			1	1
service, including	written exams 1, 2 &		Approaching- 65-74		1			1	1
ways to service	3	Roster report including grades and	Not Meeting- 64 and		1			1	1
groups effectively.		score distributions attached.	below		41	57%	32%	9%	2%
5	1			1	1				

General Studies									
General Studies				67% of students meet or		I			
ļ				exceed expectations in this					
ļ									
				learning outcome, with target					
ļ				of 75%. Undershooting by 8%					
ļ				is not a large variation. We					
ļ				recommend monitoring future					
ļ				student assessment in this					
ļ				outcome to determine if					
ļ				changes are warranted. It					
ļ				may be valuable if instructors					
ļ				emphasize Learning Outcome					
				1 with an extra assignment to					
ļ				reinforce understanding					
Science				methods of observation.	285	32%	35%	9%	23%
3 0.000					200	32,0	3370	3,0	2370
ļ				61 11 11 611]				
				Change the wording of the	1				
!				measurable outcome:	1				
!				from "Demonstrate a solid	1				
ļ				grounding in the science of	1				
		The measure has been changed by the		their choosing"	1				
		department to read: Demonstrate		to "Demonstrate					
ļ		understanding of scientific principles		understanding of scientific					
		and methodology in the science of		principles and methodology in					
Science		their choosing.		a science of their choosing."					
Teacher Education Tran	nsfer	<u> </u>		<u> </u>		•			•
Teacher Education Train	Station Activity –				1	I			
	Draw an								
	organizational chart								
ļ	of school personnel								
	and describe the								
	duties of each								
	position to		Exceeding: completed						
	demonstrate an		with many details						
	understanding of		Meeting: completed with						
Students will	educational policy		some detail		1				
demonstrate a basic	and school law,		Approaching: Completed		1				
understanding of the	organization,		with little detail. Did not		1				
history, sociology,	administration, and		describe duties of each		1				
and philosophy of	financing of		position	This is an easy assignment if	1				
education.	American education.	rubric	Not Meeting: Incomplete	students choose to do it.	20	47%	32%	21%	0%
	c.rca.r. caacation.		Exceeding: Detailed						0,0
!			description of personal						
					1				
ļ			philosophy		1				
!	i e	1	demonstrating		1				
•						1	1	1	1
i			applications of major						
ĺ			philosophies						
			philosophies Meeting: Description of	Students are just beginning to					
			philosophies Meeting: Description of personal philosophy with	develop their own personal					
Students will begin to			philosophies Meeting: Description of personal philosophy with some applications of	develop their own personal philosophies. Need to walk					
Students will begin to develop an	Personal Educational		philosophies Meeting: Description of personal philosophy with	develop their own personal					
_	Personal Educational Philosophy		philosophies Meeting: Description of personal philosophy with some applications of	develop their own personal philosophies. Need to walk					

	1	I	. 1. 1 1 10			I			1
			philosophy with only						
			minor applications of						
			major philosophies.						
			Not Meeting: Little or no						
			mention of major						
			philosophies						
			prinosopriies						
			Exceeding: Detailed						
			compare and contrast of						
			philosophies with						
			detailed description of						
			application to American						
			schools.						
	Compare and		Meeting: Able to						
	contrast idealism		compare and contrast						
	and		philosophies, but little						
	pragmatism. Which		application to American						
	of these philosophies		schools	Stress applications of					
	are you mostly likely		Approaching: Some detail	philosophies to school – for					
Students will	to see being		on compare and contrast	each philosophy, have					
demonstrate a basic	practiced in		of philosophies, but no	students brainstorm					
understanding of the	American schools		1	applications of each					
_			application to American						
history, sociology	today? Explain		schools	philosophy that they have					
and philosophy of	why. (Question on		Not meeting: Little or no	witnessed in school and in					
education.	Test)	rubric	detail	their observations	20	15%	45%	20%	20%
			Exceeding: Detailed						
			description of all 9						
			historical events						
	For 9 different		Meeting: Detailed						
	events in history,		description of 7-8	Change class assignments –					
	explain how each has		historical events	reverse the assignment and					
Charles and a saill	•								
Students will	affected the		Approaching: Detailed	make it like a treasure					
demonstrate a basic	educational system		description of 5-6	hunt. Give students a feature					
understanding of the	in the United States		historical events	of American schools today and					
history, sociology,	today.		Not Meeting: Detailed	have them research the events					
and philosophy of			description of less than 5	in history that led to that					
education.	(Question on Test)	rubric	historical events	feature.	20	10%	10%	35%	45%
			Exceeding: Reflection	Classroom observation					
			shows insight into pros	portfolio appears to					
			and cons of career in	adequately assess SLO					
			teaching while relating to	Need to stress the relating to					
			self	self aspect of reflection – give					
Ctudonto will				_					
Students will	Cla		Meeting: Reflection	an example of what is					
demonstrate the	Classroom		shows insight into pros	expected so that					
ability to reflect on	Observations		and cons of career in	students. This semester I					
their observation	Portfolio – Reflection		teaching	collected one student's work					
experiences, applying	on pros and cons of		Approaching: Some detail	as an example of an excellent					
them to what is	career as teacher		on pros and cons of	response. This student agreed					
learned in the class,	and how personal		career in teaching	to let me post it on Vancko					
and adjust their own	characteristics relate		Not Meeting: Little or no	Hall (without her name) so					
dispositions	to teaching as a		detail on pros and cons in	that other students can use it					
accordingly.	=	rubric	teaching	as a model.	12	33%	50%	17%	0%
accordingly.	career	TUDIT	reaciiiig	as a IIIOUEI.	14	3370	30%	1/70	U70

			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	Change reflection portion of					
			shows little insight on	assignment – have students					
			how personal culture	explain how each picture,					
			influences education.	video, etc. they choose					
Students will	Cultural identity		Not Meeting: Glog does	represents a particular social					
demonstrate a basic	glog. Reflect on how		not contain	difference for					
understanding of the	personal cultural		requirements. Reflection	them. Specifically ask them to explain how each then					
history, sociology and philosophy of	identity influences personal educational		shows little or no insight on how personal culture	affected their educational					
education.	experience.	Rubric	influences education.	experience.	20	20%	53%	0%	27%
eddedion.	Briefly trace the	Rushic	imachees education.	схрененее.	20	2070	3370	070	2770
	history of a								
	particular facet of			The student responses were					
	education			superficial, listing what					
	(curriculum,			happened in history but not					
	teachers, teacher		Exceeding: Detailed	what influenced those					
	education programs,		description with both	changes.					
	school organization		cultural and						
	or teaching		governmental influences	Change class assignments –					
Students will	materials) in the United States. Note		Meeting: Detailed	rather than having students					
demonstrate a basic	especially the		description with either cultural or governmental	list the trends, reverse the assignment so that students					
understanding of the	influences of		influences.	are given the trends in					
history, sociology	government and		Approaching: Some detail	education and have to					
and philosophy of	culture.		Not Meeting: Little or no	research the governmental					
education	(Question on Test 2)	Rubric	detail	and cultural influences.	20	5%	20%	55%	30%
	Analyze the budget								
	of Delaware								
	Academy. Draw a								
	pie chart for								
	expenses and		Francisco de de Constituto d						
	income and answer questions.		Exceeded: Completed with many details.						
	(Demonstrate an		with many details.						
	understanding of		Meeting: Completed with						
Students will	educational policy		some detail						
demonstrate basic	and school law,								
understanding of the	organization,		Approaching: Completed						
history, sociology,	administration, and		with little detail						
and philosophy of	financing of			This is an easy assignment if					
education.	American education)	Rubric	Not Meeting: Incomplete	students choose to do it	20	37%	42%	21%	0%

Veterinary Technology									
		T			T				
Communicate with									
the public, clients,									
and colleagues				students in VETS 198 course					
through both verbal				will be required to complete					
and written				an assignment that requires					
communication skills,				them to engage in a face-to-					
including effective				face discussion with their					
listening.	written test question	either meet/do not meet standard		advisor.	114	81.7%			18.3%
			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						
Danfanna animal									
Perform animal			knowledge and skills that						
nursing and critical			are approaching entry						
care for all common			level (Requires some						
domestic animals,			"coaching" to apply						
including: restraint,			critical thinking abilities						
administering			or critical thinking skills						
medications,			are starting to develop;						
diagnostic sampling			productivity is 1.5-2						
for laboratory			times less than the						
evaluation,			industry						
maintaining fluid			standard. Frequent/cons						
therapy, applying			tant instructor assistance						
and removing			is necessary.)						
bandages and splints,			Not Approaching:						
and applying			Knowledge, skills and						
established			critical thinking are						
emergency	Skill - Nursing Care -		minimal and productivity	nursing care for sheep, goats,					
protocols.	Large Animal	rubric	is well less than 2 times	and pigs	61	41%	41%	18%	0%

	1		T				1	-	
			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	Skills test - Medical		Same as above task						
and or	Records	rubric	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									
	Skill - Diagnostic								
properly clean and			Carra as abaya task						
maintain diagnostic	Imaging Positioning -	a factor	Same as above task		50	00/	94%	6%	0%
imaging equipment.	Lat. Abdomen	rubric	rubric	no action	50	0%	94%	6%	0%
Understand basic									
knowledge of animal									
health, common					1				
diseases, and disease					1				
processes for all				Assess at midterm and					
common domestic			either exceeded or did	final. Review in Vet Med	1				
animals.	written test question		not meet standard	Nursing and Vet Clinical Mgt.	61	61.2%			38.8%

	1	T			1		1	ı	1
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	Skill - Canine								
emergency	restraint for jugular		Same as above task						
protocols.	venipunc.	rubric	rubric.	no action	54	37%	57.4%	5.6%	0%
Perform common	vernipulic.	Tublic	Tubric.	110 action	34	3770	37.470	3.070	070
laboratory									
procedures,									
including:									
hematological									
examinations, blood									
chemistries,									
urinalysis, parasitic									
examinations,									
cytological									
procedures,									
microbiological									
procedures, and	Skill #12 - Perform		Same as above task						
necropsy.	CBC	rubric	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	Skill #4 - Specimen		Same as above task						
	Collection	rubric	rubric	No action	58	53.4%	46.6%	0%	0%
necropsy.	Conection	TUDITC	ταυτις	וזיט מכנוטוו	J 8	J3.4%	40.0%	U%	U%

_	T.		T.		1	1	ı		
Assist with animal									
surgery including:									
knowledge of routine									
procedures and									
operating-room									
equipment; prepare									
the patient,				20.4% no score recorded					
veterinary personnel,									
and equipment for				lab course is designed to					
sterile surgical				accommodate 9 students and					
procedures; function				has been over enrolled with					
effectively as a				12 students. Need to reduce					
surgical assistant to				enrollment in the course to 9					
the veterinary				students so that all students					
			Canada a la caracteria						
surgeon during			Same as above task	can complete this AVMA					
surgical procedures.	Skill - Surg. Prep		rubric	required task.	44	11.4%	68.2%	0%	20.4%
Induce, stabilize,									
monitor, and									
maintain anesthesia									
under supervision of									
the veterinarian;									
recognize and report				11.4% no score recorded					
anesthetic				11.470 110 30016 16001464					
				-11 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1					
emergencies; apply				all students in this course will					
resuscitation	Skill - Can. Cephalic		Same as above task	be required to complete this					
techniques and CPR.	Catheter	rubric	rubric	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	Skill - Dental		Same as above task						
surgical procedures.	Prophylaxis	rubric	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%
		1		1					

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