Assessment of Program Student Learning Outcomes

Spring 2013

Title	Data Sources	Assessment Measure	Performance Criteria	Proposed Action(s)	Number Assessed	% Exceeding the Standard	% Meeting the Standard	% Approaching the Standard	% Not Meeting the Standard	Resources Requested
Architectural Technology										
Automotive Technology										
Maintain, diagnose and repair automotive and light duty truck electrical and electronic systems.	Auto 128 - Automotive Electrical/Electronics Assessment: Results on individual components of basic diagnosis, repair, and maintenance to communicate the data collected.	Exceeding :> 85% Meeting: 75% - 84% Approaching: 65% - 74% Not Meeting: < 64%	Student must meet standards set forth by NATEF for entry level technicians. The use of final grades were based on the following criteria: 50% of grade based on lab work/assignments 50% of grade based on 3 exams	Individual performance evaluations	24	17%	54%	29%	0%	None
Apply operational knowledge to the diagnosis of faults in various automotive and light duty truck systems Demonstrate entry level knowledge and comprehension of the construction and operation of various automotive systems. Gasoline engine	ASE student certification exam	Each student completed an ASE industry standard written exam.	> 80% = Exceeding, 60-80% = Meeting, 50-60% = Approching, Below the ASE cut score = Not meeting	Analysis of the test content showed a weakness in the cylinder head an valve train diagnosis and repair section. Increased concentration in this area will be implemented to enhance the course content in these areas.	20	35%	35%	15%	15%	

diagnosis, repair and maintenance.										
The National Automotive Student Skills Standards Assessment (NA3SA) Test A4 Steering and Suspension	ASE student certification A4 Steering and Suspension exam.	Each student completed an ASE industry standard written exam.	> 80% = exceeding, 60-80% = meeting, 50-60% = approaching, Below the ASE cut score = Not Meeting	Overall students were weak in the “Wheel Alignment Diagnosis, Adjustment, and Repair” area of the exam. Increase class theory time in this area by 1-1.5 hours but the alignment equipment used in the lab is about fifteen years old. (Windows 98). It was last updated in 2008 and can’t be updated with old hardware. We need to work on updating equipment to align newer vehicles.	20	15%	65%	0%	20%	Alignment equipment used in the lab is about fifteen years old. (Windows 98). It was last updated in 2008 and can’t be updated with old hardware. We need to work on updating equipment to align newer vehicles. New/Updated Wheel Alignment Equipment.
Maintain, diagnose and repair automotive and light truck braking systems	ASE student certification A5 Brakes exam.	Each student completed the ASE A5 Brakes Systems written exam.	> 80% = exceeding, 60-80% = meeting, 50-60% = approaching, Below the ASE cut score = Not Meeting.	80% (16 of 20) passed the brake systems ASE exam, but only 65% of the group met or exceeded the performance criteria we set, leaving 35% not meeting or approaching. The exam was broken down into 7 areas, and student scored the lowest in the "Drum Brake Diagnosis and Repair" area. Spend an additional 1-1.5 hours of theory time and also increase assignments in the lab to improve the students skill levels in the drum brake area.	20	25%	40%	25%	10%	An additional drum brake micrometer and spring/hardware kits.
Maintain, diagnose and repair automotive and light duty truck electrical and electronic systems.	ASE Student Certification Exam - "Automotive Electrical and Electronics"	Each student completed a written ASE industry standard student certification exam.	>80 = exceeding, 60-80% = meeting, 50 -60-% = approaching and below the ASE cut score = not meeting.	Increase the number of students meeting and exceeding the standards.	20	25%	50%	5%	20%	

1. Apply operational knowledge to the diagnosis of faults in various automotive and light duty truck systems. 2 Demonstrate entry level knowledge and comprehension of the construction and operation of various automotive and light duty truck systems. 10. Students will be able to maintain, diagnose and repair automotive and light duty truck heating ventilation and air conditioning systems.	ASE student certification exam	Each student completed an ASE industry standard written exam.	> 80% = exceeding, 60-80% = meeting, 50-60% = approaching, Below the ASE cut score = Not Meeting	A detailed item analysis indicated a large percentage of students had difficulty with refrigeration system component diagnosis and repair. Additional emphasis and learning activities will be developed and implemented to provide more opportunities for students to analyze system performance failures.	20	20%	60%	10%	10%	none
1. Demonstrate entry level knowledge and comprehension of the construction and operation of various automotive and light duty truck systems. 2. Apply operational knowledge to the diagnosis of faults in various automotive and light duty truck systems. 6. Maintain, diagnose and repair all gasoline engine fuel system components, emission control devices and engine performance systems on various automobiles and light trucks.	ASE Student Certification Exam - "Engine Performance"	Each student complete a written ASE industry standard student certification exam.	> 80% = exceeding, 60-80% = meeting, 50-60% = approaching and below the ASE cut score = not meeting.	Increase performance in the "General Engine Performance" part of the assessment.	20	25%	60%	15%	0%	A new diagnostic scan tool to replace an outdated and non-functional model. Approx. cost is $3,500.
Carpentry and Building Trades										
Roofing Application		Quizzes, Unit Exams, Final Exam	Exceeding outcome = above 90 Partially exceeding = 80 - 89 Minimally meeting = 70 - 79 Did not meet outcome = below 70		30	75	17.9	7.1	0	

Siding Application		Siding application - Students should be able to identify components by name and correctly install various types of sheathing, siding, flashing, and waterproofing details, this includes correct placement of the necessary scaffolding/staging to safely complete the job. The siding installation will have to be completed within specific tolerances.	Exceeding outcome = above 90 Partially exceeding = 80 - 89 Minimally meeting = 70 - 79 Did not meet outcome = below 70		30	64.3	35.7	0	0	
Door/Window Installation	Quizzes, Unit Exams, Final Exam	Door/window installation – Students should be able to identify door/window components and hardware. Student should also be able to install the door/window, hardware, flashing, and trim within specific tolerances, as well as meet the building code requirements.	Exceeding outcome = 90 and above Partially meeting = 80 - 89 Minimally meeting = 70 - 79 \Did not meet outcome = below 70		30	46.4	50.0	0	3.6	
Interior Finishes & Moldings	Quizzes, Unit Exams, Final Exam	Exceeding outcome = 90 & above Partially meeting = 80 - 89 Minimally meeting = 70 - 79 Did not meet outcome = below 70	Interior finishes and moldings – Students should be able to identify, select and install various wall and ceiling finishes, as well as moldings and flooring. Products should be installed to within specific tolerances.		30	57.1	39.3	0	3.6	
Stair Calculations	Final Exam & quizzes	Grading scale	exceeding - 90% (scored as 4 in the spreadsheet used by program faculty) meeting - 80% to 89% (scored as 3 in the spreadsheet used by program faculty) approaching - 70% to 79% (scored as 2 in the spreadsheet used by program faculty) not meeting - less than 70% (scored as 1 in the spreadsheet used by program faculty)		30	42.9%	46.4%	7.1%	3.6%	

Students should be able to correctly identify various masonry components as well as mixture ratios for making concrete and mortar. Students should also be able to accurately estimate quantities necessary to complete given projects.	tests and quizzes	grading scale	exceeding - 90% or greater (scored as a 4 in the spreadsheet used by the program faculty) meeting - 80% - 89% (scored as a 3 in the spreadsheet used by the program faculty) approaching - 70% - 79% (scored as a 2 in the spreadsheet used by the program faculty) not meeting - less than 70% (scored as a 1 in the spreadsheet used by the program faculty)		12	16.7	58.3	25	0	None
Students should be able to demonstrate a variety of hand skills necessary to build projects involving concrete, mortar, concrete block, and brick. Project work may include many different types of materials and take place on different surfaces. Students should be able to perform the work on the projects within specific tolerances as well as meet building code requirements.	Laboratory exercises	Projects and exercises must be completed within specific tolerances	exceeding the standard: >90 meeting the standard: 80-89 approaching the standard: 70-79 not meeting:		12	50	33.3	8.3	8.3	None
Given a specific set of conditions, students should be able to design various types of foundations within the parameters of the building code. Students should be able to discuss advantages, disadvantages, perform cost analysis, and discuss quality differences. Students should have a working knowledge of Radon gas issues and strategies to address them.	Tests and quizzes	grading scale	exceeding - 90% or greater (scored as a 4 in the spreadsheet used by the program faculty) meeting - 80% - 89% (scored as a 3 in the spreadsheet used by the program faculty) approaching - 70% - 79% (scored as a 2 in the spreadsheet used by the program faculty) not meeting - less than 70% (scored as a 1 in the spreadsheet used by the program faculty)		13	23.1	53.8	15	7.7	None

Given a project that involves manufacturing curved moldings or curved surfaces, the students should be able to select from a variety of materials and techniques a method of producing the product necessary to satisfy the project. The students should also be able to discuss advantages and disadvantages of potential techniques to be used. All work should be completed within specific tolerances.	Final Exam and a woodworking project (table)	exam - grading scale. Project - rubric including accuracy, completeness, execution, finishing and effeciency	exceeded the standard: overall score of 90 or above meeting the standard: overall score of 70-89 approaching the standard: overall score of 60-69 not meeting the standard: overall score of		10	30	60	10	0	None
Students should be able to develop a long term (more complex) plan, estimate the quantities of materials necessary as well as select and purchase materials. Finally students will build the project to exact standards, Students will track estimated costs/labor versus actual costs/labor through the use of a project journal.	Long term cabinetmaking project	Project difficulty 40%, Journal 15%, Completion level 10%, Finishing 10%, Accuracy 15%, Effeciency 15%	exceeding - 90% or greater (scored as a 4 in the spreadsheet used by the program faculty) meeting - 80% - 89% (scored as a 3 in the spreadsheet used by the program faculty) approaching - 70% - 79% (scored as a 2 in the spreadsheet used by the program faculty) not meeting - less than 70% (scored as a 1 in the spreadsheet used by the program faculty)		11	36.4	54.5	9.1	0	None
Computer-Aided Drafting and Design										
3-D graphic software. Sheet metal, welded fabricated parts, piping, hydraulics, pneumatics. Knowledge of cast, forged, stamped, machined, extruded processes. Design products using parametric solid modeling software Solid Edge.	Assigned textbook, workbook and handouts problems as individual projects to detail complete sets of working drawings to meet ANSI/ASME/ISO standards.	Four major test and 19 lab projects. Test were graded using a 100 point system for each and lab projects were graded using a 3 check system (1 check for sketching & planning, 2nd check for detailing the problem and 3rd check for correcting the problem to 100%).	Check system, 3/3 exceeding & meeting, 2/3 approaching, 1/3 & 0/3 not meeting. Test - 100-85 exceeding, 84-70 meeting, 69-60 approaching and 59 below not meeting	None	6	4	1	1		

3-D graphic software. Development, production, and/or servicing of mechanical systems. Knowledge of cast, forged, stamped, machined, extruded processes. Design products using parametric solid modeling software Solid Edge.	Assigned textbook, workbook and handout problems as both team and individual projects to detail complete sets of working drawings. This included monodetail, multidetail, assembly, parts list and pictorial drawings to graphically completely describe the project so that it would be able to be manufactured and meet ANSI/ASME/ISO standards.	Three major test, 2 quizzes, and 17 lab projects. Test and quizzes were graded using a 100 point system for each and lab projects were graded using a 3 check system (1 check for sketching & planning, 2nd check for detailing the problem, and 3rd check for correcting the problem to 100%	Check sytem, 3/3 exceeding & meeting, 2/3 approaching, 1/3 & 0/3 not meeting. Test & quizzes - 100-85 exceeding, 84-70 meeting, 69-60 approaching and 59 and below not meeting	None	6	5	1			
3-D graphic software, Geometric form tolerances & true positioning, Knowledge of cast, forged, stamped, machined, extruded, and other processes, parametric solid modeling software	Assigned textbook readings, textbook homework problems, lab handout problems as individual projects to detail complete sets of working drawings to meet ANSI Y14.5-2009 GD&T standards.	Five exams, 23 homework assignments, and 11 lab projects. Tests were graded using a 100 pt system for each of the 5 exams. The homework was based on 1, 2 or 3 pt system depending on the length of the assignment. Students can earn partial points on homework depending upon how much of the homework was completed. Lab projects were graded using a 3 check system (1 check for sketching & planning, 2nd check for actual CADD rendering and 3rd check for completing a 100% correct lab assignment.)	Homework: depending upon length of assignment, range between 1, 2 or 3. Lab: 3/3 exceeding, 2/3 approaching, 1/3 & 0/3 not meeting. Exams: 100-85 exceeding, 84-70 meeting, 69-60 approaching, 59-below not meeting		7	6	1			
3-D graphic software. Sheet metal, welded fabricated parts, piping, hydraulics, pneumatics. Knowledge of cast, forged, stamped, machined, extruded processes. Design products using parametric solid modeling software Solid Edge.	Assigned textbook, workbook and handouts problems as individual projects to detail complete sets of working drawings to meet ANSI/ASME/ISO standards.	Four major test and 19 lab projects. Test were graded using a 100 point system for each and lab projects were graded using a 3 check system (1 check for sketching & planning, 2nd check for detailing the problem and 3rd check for correcting the problem to 100%).	Check system, 3/3 exceeding & meeting, 2/3 approaching, 1/3 & 0/3 not meeting. Test - 100-85 exceeding, 84-70 meeting, 69-60 approaching and 59 below not meeting	None	6	4	1	1		
Knowledge of cast, forged, stamped, machined, extruded processes. Use this information for designing and manufacturing various parts and assemblies.	Assigned handout, workbook and Machinery's Handbook problems both in class and as homework to be able to use the Handbook as a reference and also to develop, design and present a power point presentation with proper citing to the	Five major test and 1 quiz, and 15 homework/class projects, and 1 class presentation. Test and quiz were graded on a 100 point system for each, projects were a 2 check system (1 for doing the project and 1 for correcting it to 100%), and	Test and quiz - 100-85 exceeding, 84-70 meeting, 69-70 approaching and 59 and below not meeting. Check system 2/2 exceeding and meeting, 1/2 approaching and 0/2 not meeting.	None	18	7	8	3		

	class.	presentation based on a 60 point rubric.								
3-D graphic software, Geometric form tolerances & true positioning, Knowledge of cast, forged, stamped, machined, extruded, and other processes, Parametric Solid Modeling Software	Assigned handout/workbook problems to This included but is not limited to the following: schematic/logic diagrams, layout, artwork, detail, silkscreen, and assembly drawings. All drawings are to meet ANSI/ASME/ISO standards.	4 exams, 4 quizzes, and 33 lab projects. test and quizzes were graded using a 100 pt system for each exam/quiz. Lab projects were graded using a 3 check system (1 check means project submitted, 2 check means project submitted with errors, 3 check means project submitted with no errors). A student has the chance to correct any mistakes on any lab assignment 1 time. 1/10th of point is deducted for any errors remaining on a resubmitted lab.	Test and Quizzes: 100 to 85 - exceeding, 84 to 70 - meeting, 69 to 60 - approaching, 59 and below - not meeting. Lab Projects (based on 3 point system): 3 to 2.7 - exceeding, 2.6 to 2.2 - meeting, 2.1 to 0 - not meeting		9	4	4		1	
Construction Management										
Produce conceptual designs, graphically and/or model based, that address complex building system needs pertaining to lighting and acoustical considerations for indoor spaces.	Produce designs to accommodate for lighting and acoustical needs in a building: Final acoustical lighting design project; Final lighting design project.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		39	16	20	3	0	
Comprehend sustainable design and building approaches and demonstrate that familiarity with the Leadership in Energy and Environmental Design (LEED) Program.	Demonstrate a comprehension of USGBC's LEEDs green building program: Final Green Building Design Project	LEED/Sustainable building design culminating project	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.	We will have data for next year's report.	39	14	20	3	2	

Perform thorough analyses, including engineering calculations, of structural conditions pertaining to residential and commercial applications. Students will comprehend structural aspects pertaining to building loads and stresses and be able to analytically evaluate complex structural considerations. This includes the application of engineering-based calculations and consideration of various structural building materials and applications.	Analyze and design structural components and systems in typical building types using reinforced concrete. Final Reinforced Concrete Project.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.							
Construction Technology										
Demonstrate an understanding of the strengths of materials through the analysis of basic forces, conditions for equilibrium, stress-strain relationships, riveted and bolted connections, steel and timber beam design, simple column design, concrete form work design, and temporary structures.	Generate load tracing for a given structure.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		20	40%	40%	5%	15%	
Exhibit knowledge of the practical and technical aspects of concrete and masonry materials including soils classification, concrete mix design, applicable codes, report writing, and testing.	Perform a gradation, proctor, and in-place density test.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		30	37%	43%	10%	10%	

Understand and utilize construction surveying practices for residential and commercial structures, including use and care of equipment.	Generate a topographic survey using appropriate survey instruments.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		30	63%	20%	10%	7%	
Perform construction estimating calculations, including quantity take-offs, labor rates, overhead, and profit, and be conversant with the skills necessary to do time scheduling and project management using computer applications.	Create a complete building estimate in an Excel spreadsheet.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		20	60%	25%	15%	0%	
Understand the fundamentals of mechanical and electrical code requirements for buildings. Comprehend the functions of various mechanical and electrical systems as they pertain to residential, commercial, and industrial applications. Become aware of the importance of indoor air quality (IAQ), as it relates to occupancy.	Complete laboratory mechanical and electrical mock-ups.	Grading rubric	4 = Exceeds Standard: Earns score of 87% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-87% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		15	40%	60%	0%	0%	

Comprehend the fundamentals of project bidding, bonding and insurance, available delivery systems, contractual agreements, legal and performance responsibilities, and further contracting practices that are applied throughout the construction industry.	Create a sample building contract which is in compliance with New York State Building Codes.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		25	24%	48%	28%	0%	
Through previous knowledge obtained complete a capstone project from design to completion of building.	Design, estimate, procure and build an approved community and/or campus project.	Grading Rubric	4 = Exceeds Standard: Earns score of 85% or better based on grading rubric. 3 = Meets Standards: Earns score of 70%-85% on grading rubric. 2 = Below (Approaching) Standards: Earns score of 60%-70% based on grading rubric. 1 = Failed to Meet Standards: Earns score of less than 60% based on grading rubric.		18	72%	11%	11%	6%	
Electrical Construction and Instrumentation										
Design, plan, install, and maintain residential electrical equipment in accordance with the standards required by the National Electrical Code.	Comprehensive final exam with written and practical portion	0 - 100% grade scale	0 - 59% = NM 60 - 69% = A 70 - 89% = M 90 - 100% = E	None, 100% of students meeting or exceeding standard	18	72%	28%			None
Design, plan, install and maintain electrical equipment in accordance with the standards required by the NEC	Lab Project 39	Lab Grading Rubric / Cover Sheet	Above Expectation 95-100 At Expectation 80-94 Approaching Expectation 70-79 Below Expectation 0-69	Neatness of work was the reason 4 of 16 students were classified as Approaching Expectation. A demonstration or sample of expected neatness is required.	16	18.8%	43.8%	25%	12.5% did not complete Project 39	
Demonstrate knowledge of the characteristics and applications of alternating-current theory from the point of production throughout its distribution and use in single-phase and three-phase systems.	Exam #1	0 - 100% grade scale	0 - 59% = not meeting 60 - 69% = approaching 70 - 89% = meeting 90 - 100% = exceeding	None: 92% of students meeting or exceeding standard	25	36%	56%	8%	0%	None

Understand and apply the theory of electrical heating systems, low-voltage control systems, residential and commercial electrical systems, and motor control systems.	Exam 1	Grading Scale 0 - 100	Exceeding: 90-100 Meeting: 70 - 89 Approaching: 60 - 69 Not Meeting: 0 - 59	Tutoring Use reallife examples in class Office hours to assist the students		6 %	58 %	30 %	6 %	New Simulation Models for teaching
Understand and apply the theory of Residential and Commercial electrical systems.	Exam 1 and Exam 6	Grade on exam	Above Expectation 95-100 At Expectation 80-94 Approaching Expectation 70-79 Below Expectation 0-69 Exam 6	Exam 1, electric heat, needs 1 more day of classroom lecture and review.	Exam 1 - 48 Exam 6 - 47	Exam 1 - 8.3% Exam 6 - 4.3%	Exam 1 - 31.3% Exam 6 - 53.2%	Exam 1 - 20.8% Exam 6 - 25.5%	Exam 1 - 39.6% Exam 6 - 17%	
Demonstrate the ability to plan install, and maintain residential and commercial electrical systems.	Comprehensive final exam with written and practical portion	0 - 100% grade scale	0 - 59% = NM 60 - 69% = A 70 - 89% = M 90 - 100% = E	None, 100% of students meeting or exceeding standard	18	72%	28%			None
Demonstrate the ability to plan, install and maintain residential and commercial electrical systems.	Lab Project 21 - Residential Lab Project 33 - Commercial	Lab Cover Sheet / Project grading rubric	Exceeds Expectation 95-100 Meets Expectations 80-94 Approaching Expectations 70-79 Not Meeting Expectation 0-69	No action required at this time	16	Average 15.5%	Average 53.2%	25%	3.2%	None requested at this time
Design and draw wiring and schematic diagrams.	3way and 4way switching quiz	0 - 100% grade scale	0 - 59% = NM 60 - 69% = A 70 - 89% = M 90 - 100% = E	None, all students exceed standard	17	100%				None
Design and draw wiring and schematic diagram	Final Exam Part 1	Grading rubric	Exceeds Expectation 95-100 Meets Expectations 80-94 Approaching Expectations 70-79 Not Meeting Expectation 0-69	No action required	16	62.5%	25%	6.3%	6.2%	

Writing Sequence of Operations for Control Systems	Exam 3	Grading 0 - 100	Above Expectations - 90 - 100 Meeting Expectations - 70 - 89 Approaching Expectations 60 - 69 Below Expectations 0-59	Provide writing examples of proposals	33	30 %	64 %	3 %	3 %	
Write sequences of operation for control systems	Motor Project 44	0 - 100% Grade Scale	0 - 59% = NM 60 - 69% = A 70 - 89% = M 90 - 100% = E	None, all students meeting or exceeding the standard	12	83%	17%			None
Write a sequence of operations for controls system	Lab Project 48 or Lab Project 49	Lab grading rubric	Above Expectation 95-100 At Expectation 80-94 Approaching Expectation 70-79 Below Expectation 0-69	This SLO is assessed as a small portion (10%) of an overall lab project grade and I waited until the end of the semester to do the assessment. Unfortunately students decided to put forth very little effort or entirely forgo the 10 points, therefore the results are poor. In the future, this SLO will be assessed in a quiz, where the consequences for lack of effort will hold a greater penalty.	16	1	1	8	1 and 5 students who did not complete this SLO in the assessed assignment.	None
Workmanship in electrical installations	Lab Project 1	Grading 0 - 100 %	Exceeding: 90 - 100 Meeting: 70 - 89 Approaching: 60 - 69 Not Meeting: 0 - 59	Use more detailed examples	13	54%	46 %	0	0	
Demonstrate workmanship in electrical installations consistent with accepted industry practices.	Comprehensive final exam with written and practical portion	0 - 100% grade scale	0 - 59% = NM 60 - 69% = A 70 - 89% = M 90 - 100% = E	None, 100% of students meeting or exceeding standard	18	72%	28%			None

Demonstrate workmanship in electrical installations consistent with accepted industry practices	Final Exam - Part 2	Grading rubric	Above expectation 50-55 At expectation 40-54 Approaching expectation 30-39 Below expectation 0-29	The majority students judged to be "Approaching Expectations" were within 1-3 points of meeting expectations. The largest contributor to point loss was lack of neatness caused by rushing the work or running out of time. In the future, I will allow a separate time for Part 1 (Drawing diagrams) portion of this exam, so that students will have increased time for Part 2 (Practical) of the exam.	16	43.75%	25%	18.75%	12.5%	None
Demonstrate the ability to safely use common test equipment	Comprehensive final with written and practical portion	0 - 100% grade scale	0 -59% = NM 60 - 69% = A 70 - 89% = M 90 - 100% = E	None, 100% of students meeting or exceeding standard	18	72%	28%			None
Demonstrate the ability to safely use common test equipment	Lab Skills	Number of skills completed	Above Expectation 8 skills completed Met Expectation 7 skills completed Approaching Expectation 5-6 skills completed Below Expectation 0-4 skills completed	More strict enforcement of existing lab policies	16	62.5%	37.5%	6.3%	31.2%	Single phase motors
Diagnose residential and commercial heating control systems.	Heating Project #2 Troubleshooting	0-100 grade scale	0-59 Below 60-69 Approaching 70-89 Meeting 90-100 Exceeding	Take more class time to re-enforce metering and troubleshooting techniques learned in the first year electrical and hvac programs.	19	63%	37%	0%	0%	
Diagnose Heating and Control Systems	PLC Project 2 Heating and Boilers	Grading 0 - 100 %	Exceeding: 90 - 100 Meeting: 70 - 89 Approaching: 60 - 69 Not Meeting: 0 - 59		13	100 %				

Calculate voltage sources, both single-phase and three-phase, including alternators, generators, and batteries.	Alternator and Motor Exam	0-100 grade scale	0-59 Below 60-69 Approaching70-89 Meeting90-100 Exceeding	Have extra study session for alternator and motor help.	31	19%	61%	10%	10%	
Understanding magnetism and magnetic properties.	Magnetic Induction Exam (Exam 1)	0-100 grade scale	0-59 Below 60-69 Approaching 70-89 Meeting 90-100 Exceeding	Have extra work class for test prep.	31	35%	45%	13%	7%	
Calculate RLC circuits.(resistance, inductance, and capacitance)	RLC Exam (Exam 3)	0-100 grade scale	0-59 Below 60-69 Approaching 70-89 Meeting 90-100 Exceeding	Extra work session for exam prep.	31	26%	52%	6%	16%	
Calculate power transmission systems.	Transformer Exam (Exam 4)	0-100 grade scale	0-59 Below 60-69 Approaching 70-89 Meeting 90-100 Exceeding	Extra work sessions for exam prep.	31	23%	51%	16%	10%	
Use Programmable Logic Controllers (PLC's)	PLC Project Programming Ladder Logic	Grading 0 - 100	Describe criteria for categorizing Exceeding: 90 - 100 Meeting: 70 - 89 Approaching: 60 - 69 Not Meeting: 0 - 50		13	38 %	38 %	0	13 %	
Use Programmable Logic Controllers (PLC's)	Exam 4	Grading 0 - 100	Exceeding: 90 - 100 Meeting: 70 - 89 Approaching: 60 - 69 Not Meeting: 0 - 59	Use more real life examples in the future	33	33 %	61 %	3 %	3 %	Simulations models with real life operations.
Using programmable logic controllers(PLC).	Traffic Light 1 (project #7)	0-100 Grade scale	0-59 Below 60-69 Approaching 70-89 Meeting 90-100 Exceeding		19	53%	37%	5%	5%	

Understand AC motors and alternators, both single and three phase.	Alternator and Motor Exam. (Final)	0-100 grade scale	0-59 Below 60-69 Approaching 70-89 Meeting 90-100 Exceeding		31	19%	61%	10%	10%	
Demonstrate the ability to safelly use common test equipment.	Final practical / written exam	0-100 grading scale	0-59 Not meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	No action is required at this time.	14	72%	21%	7%	0%	No resources requested at this time
Design, plan, and install and maintain residential electrical equipment in accordance with the standards required by the National Electrical Code.	Final practical / written exam	0-100 grading scale	0-59 Not meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	No action proposed at this time.	14	72%	21%	7%	0%	No resources are being requested at this time.
Comprehend and interpret the National Electrical Code regulations to ensure code compliance, and demonstrate the skills required to perform the necessary calculations.	combined average score for Test 1 and Test 2	0-100% grading scale	0-59 Not meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	Provide students with extra review questions and examples.	48	44%	31%	8%	17%	no resources requested at this time
Demonstrate the ability to plan install, and maintain residential and commercial electrical systems.	final practical / written exam	0-100% grading scale	0-59 Not meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	No action will be taken at this time.	14	72%	21%	7%	0%	No resources requested at this time.
Design and draw wiring and schematic diagrams.	final practical / written exam	0-100% grading scale	0-59 Not meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	No action will be taken at this time	14	72%	21%	7%	0%	No resources requested at this time.
Write sequences of operation for control systems.	final practical / written exam	0-100 grading scale	0-59 Not meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	No action will be taken at this time.	14	72%	21%	7%	0%	No resources requested at this time.
Demonstrate workmanship in electrical installations consistent with accepted industry practices.	performance on final practical / written test	0-100% grading system	0-59 Not meeting 60-69 Approaching 70-89 Meeting 90-100 Exceeding	No action will be taken at this time.	14	72%	21%	7%	0%	No resources requested at this time.

Golf & Plant Sciences										
Knowledge of Botany	Entire Class	Exceeds > 85% Meet 74 to 84% Approaching 65 to 74% Not Meeting	Exam Grades		15	13.3	73.3	0	13.3	
	Questions in exams and quizzes	10 questions in each of three exams	exceeding > 85% meeting 75% - 74% approaching 65% - 74% not meeting		12	10	2	0	0	none
Understand and apply the basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants.	Exams, quizzes	Questions from online quizzes.	exceeding > 85% meeting 75% - 74% approaching 65% - 74% not meeting		8	6 = 75%	2 = 25%	0	0	none
Demonstrate proficiency in the proper identification, terminology, and use of woody trees, shrubs, groundcovers and herbaceous plants used in various Northeast landscapes.	1 online quiz and 1 inclass quiz	grade on quizzes	exceeding > 85% meeting 75% - 74% approaching 65% - 74% not meeting		8	6 = 75%	2 = 25%	0	0	none
Grounds Equipment and Fleet Management	Hort 150 - Grounds Equipment and Fleet Management Assessment: Results of individual components that demonstrate knowledge of diagnosis, repair, and operation of turf equipment to communicate the data collected.	Exceeds: 85% or > Meets: 75% - 84% Approaching: 65% - 74% Not Meeting: 64% or	The use of final grades which were based upon the following criteria 30% based on exams 10% based on weekly quizzes 10% based on briefing of a servicing project 10% based on a discussion paper 25% based on laboratory performance 5% based on oral equipment safety briefing 10% based on 6 hour work experience with servicing and operating equipment		19	42%	47%	6%	5%	

Advanced Turfgrass Management	EXAMS	Essays -Short Answer = Meets/exceeds standards, approaching, not meeting Drawing/labeling= Meets/exceeds standards, approaching, not meeting		Make concepts a little more hands on	20	78 to 83% - were capable of providing a detailed and logical plan (2 Essay questions)	11% - mostly correct, lacking some detail	11% - decent response with few errors in logic	0-6% unacceptable answers	None. Need to add repetition and review sessions for students to be able to retain information (even key concepts) for more than 1 semester.
Demonstrate a thorough understanding of soil: its genesis, composition, classification, physical and chemical characteristics; and how to test, correct, and implement proper soil management practices.	3 exams	10 questions from each of three exams	exceeding > 85% meeting 75% - 74% approaching 65% - 74% not meeting		12	6 = 50%	5 = 42%	1 = 8%	0	None
Ornamental Tree & Shrub Maintenance	Select exam questions from Exam #3 relating to soils	Short answer questions- multiple choice/True & False	Selection of correct answer	Continue to link basic concepts in prerequisite courses (HORT 160) to the advanced subject area.	21	11 students exceeded standard with 100% of questions answered correctly 52.4%	7 students meet the standard answering between 75- 87.5% correctly 33.3%	3 students approahed the standard answering 62.5% of the questions correctly 14.3%	None	None
Advanced Turfgrass Management	EXAMS	EXAMS - multiple choice and short answer	+85% = exceeding 75-84 = meeting 65-74 = approaching less than 65 = Not meeting	Need to have reviews for material covered in previous semesters	20	EXAM 1: 19 out of 20, 20 out of 20 FINAL EXAM: 38%	EXAM 1: 0% Final EXAM = 0%	0% (both)	EXAM 1: 0 to 5% FINAL EXAM : 62%	
Turf Management/Golf Course Operations Internship Prep	IN field quizzes	Mastery of selecting and identifying turfgrasses on first try Approaching Mastery of selecting and identifying turfgrasses - more than 1 try Incapable of identifying turfgrasses visually		None. Very pleased with results. More hands on will be given in future classes	8	7 out of 8 (88%)	0%	0%	12%	Need to have dedicated plant material (greenhouse, and in field plots) - currently being maintained by faculty. No additional resources required.
HVAC										
Install steam heating systems and hot water boilers.	Heating system projects	Project rubrics	Exceeding: 80-100 Meeting: 72-80 Approaching: 60-71 Not Meeting: below 60		14	50.0%	42.85%	7.14%	0.0%	Updated technology in the lab is required to properly teach students how to install and operate today's high efficiency heating systems.

Design and install heating systems.	Test Number 2	Exceeding: 80-100 Meeting: 72-79 Approaching: 60-71 Not Meeting: below 60			30	73.3%	23.3%	3.3%	0%	Updated equipment is required to properly instruct students on installing and operating today's energy efficient heating systems. Classroom technology makes it difficult to utilize power points and diagram on the board at the same time.
Correctly and safely wire oil and gas boilers.	Control wiring projects	Project rubrics	Exceeding: 80-100 Meeting: 72-80 Approaching: 60-71 Not Meeting: below 60		14	50.0%	42.85%	7.14%	0.0%	Technology available to students in the lab needs to be updated in order to properly teach students the proper and safe way to wire high efficiency heating units.
Demonstrate an understanding of the equipment and specific topics associated with commercial refrigeration systems.	Refrigeration Service Engineer's Society Manual "Commercial Refrigeration" homework assignments, quizzes 1, 2, 3 and 4 and the final exam.	Grading Scales	exceeding: 80%-100% meeting: 72%-80% approaching: 60%-71% not meeting: less than 60%	We currently have 81% meeting or exceeding our expectations and only one student not meeting our goals. I believe that we will continue with our current plan.	26	58%	23%	14%	5%	We are currently using outdated video tapes and our own power point presentations as supplements to the manual. We could use some newer video presentations.
Demonstrate knowledge of air-conditioning principles and air-conditioning systems, including: room air conditioners, air-conditioning systems, heat pumps, low-voltage thermostats, and hydronics.	Refrigeration Service Engineer's Society manual "RAC 5, Air Conditioning Principles" homework assignments, quizzes 1, 2, 3 and 4 and the final exam.	Grading Scales	exceeding: 80%-100% meeting: 72%-80% approaching: 60%-71% not meeting: less than 60%	We are not planning on changing our curriculum as 88% of our students are meeting or exceeding our expectations and only one student failed.	26	65%	23%	7%	5%	We could use current DVD's to supplement our manuals instead of the video tapes we are using.
Demonstrate hands-on skills in the installation and servicing of a wide variety of air-conditioning and commercial refrigeration equipment and systems in a safe manner.	Rubric's for completed projects, attendance, safety and final exam	Rubric and grading scales	exceeding: 80%-100% meeting: 72%-80% approaching: 60%-71% not meeting: less than 60%	Almost all of our students do well in a "hands-on" environment. We keep up with the latest changes in refrigerants and materials, so I do not believe that we will change our methods.	11	55%	45%	0%	0%	The price of the supplies need to effectively teach a lab have gone up greatly. We have already put in for an increase in our budget for the next year.
Demonstrate hands-on skills in the installation and servicing of a wide variety of air-conditioning and commercial refrigeration equipment and systems in a safe manner.	Rubric's for completed projects, attendance, safety and final exam	Grading Scale			15					
Natural Resource Recreation and Sports										

Illustrate Critical Thinking	Final Journal	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 critical thinking, reflection, insight and connections to the curriculum as well as proper mechanics and grammar. Due to feedback throughout the semester for other journals there should be improvements in overall quality of assignment. I continue to see good results. I will improve results by showing examples of quality work and continue using a rubric.	40	73%	23%	2%	2%	
Design and Development of Park and Recreation Facilities	Concept Drawings 1, 3, and 5	Students were given the option of choosing the layout of a particular recreational facility and implementing their design concept into the drawing. Each of these assignments was initiated with the intent of allowing the student to progress in comprehensive grasp of the development process. Students worked with an existing plan that they changed based on their ideal function for project one. Project three provided the students with a 'blank' layout that they filled with the components they felt necessary to serve a particular community. The last project, five, was a group design competition aimed at incorpoarting the skills and knowledge obtained in projects 1 and 3 with the larger, group based project. The student progression was measured primarily through the work the completed over the course of 24 hours worth of lab exercises.	Critical thinking was measured by the combination of drawings and written justifications for these drawings. As the projects increased in difficulty so did the need for the jsutification component which provided the students insite into why a facility was designed the way it was. A common rubric that measured the magnitude of this written justification was utilized to measure student progression.	A major factor in the completion of these assignments, as well as other class assignments, was the students attendance in lab. As a point of attempting to increase poor attendance from previous semesters a higher lab participation grade was utilized to entice student attendance. This lab participation grade was kept each week and was determined by three factors: promptness to lab, preparedness for lab (required books, materials, etc.), and in-lab participation. From previous semesters it was evident that students recognized the importance of these three components, thus ultimately assisting them with overall understanding and development of the critical thinking component. This lab grade will play an even heftier portion of the students grade in subsequent semesters.	35 students (1 withdrawal prior to the tenth week of classes - non-academic purposes)	11.8% (4 of 34) exceed standard (90+ average on three combined assignments)	50% (17 of 34) meeting the standard (77 to 89 average on three combined assignments)	29.4% (10 of 34) approaching standard (60 to 76 average on three combined assignments)	8.8% (3 of 34) not meeting the standard (below 60 average on three combined assignments)	

Demonstrate proper safety, judgement, and decision making in regard to potential and actual emergencies.	Ethical Dilemma	Exceeding 22-25 pts Meeting 18-21 pts Approaching 15-17 pts Not Meeting 0-14 pts		This SLO is being met or exceeded at a high level. This activity and activities like this engage student interest because it involves issues they are dealing with, they work with their peers, problem solve and use campus and community resources. I will continue to use these critical thinking activities. I will also add an individual component to increase accountability.	40	85%	5%	10%	0%	
#5 Safety- Demonstrate proper safety, judgment, and decision making in regard to potential and actual emergencies.	American Red Cross Responding to Emergencies Tests: Before Giving Care, CPR/AED, and First Aid	American Red Cross standardized tests.	Average: Below 60 (1) Failed to meet standard 60-76 (2) Below standard 77-89 (3) Meets standard 90 + (4) Exceeds standard	The students who are not meeting the standard or are approaching the standard, in most cases did not attend the required test, thus giving them a score of zero for 1 or more exams. This attendance issue has affected test grades. For the Spring semester, I implemented a formative lecture quiz each week, which helped boost attendace and improved information retention.	90	26%	59%	8%	1%	
PEDH 164- Spring 2013 Assessment Results: Safety Demonstrate proper safety, judgment, and decision making in regard to potential and actual emergencies	American Red Cross Standardized Lifeguarding Course Tests: Lifeguarding, CPR/AED & First Aid, Waterfront, and Administering Emergency Oxygen		Below 60 (1): Failed to meet standard 60-76 (2): Below standard 77-89 (3): Meets standard 90+ (4): Exceeds standard	The students performed extremely well on the American Red Cross standardized Lifeguarding tests so I will be running the class in a similar manner next spring.	5	40%	60%			
Adventure Recreation										
	Skills check, exam	Perform and describe skills related to paddling, self and group rescue, and be able to describe and answer questions related to equipment, leadership requirements, and techniques related to the sport of paddling. Assessment score is combined skills demonstration and score on written take-home exam.	Exceeding = 90-100% Meeting = 77-89% Approaching = 60-76% Not meeting = below 60%		19	37%	58%	0%	5%	

	Trip Rubric Text reading assignments Participation		Exceeding = 90-100% Meeting = 77-89% Approaching = 60-76% Not meeting = below 60%		5	40%	20%	40%	0%	
	Teaching evaluation for assistance with 100 level courses Exam		Exceeding = 90-100% Meeting = 77-89% Approaching = 60-76% Not meeting = below 60%		6	17%	33%	33%	17%	
Park and Outdoor Recreation										
Physical Education Studies										
PEDH 154: Spring 2013 results	2 lesson plans and accompanying lesson instructional grade, graded with a rubric: 100 pts/ lesson plan & 100 pts/ lesson instruction		Below 60 (1): Failed to meet standard 60-76 (2) : Below standard 77-89 (3): Meets standard 90 + (4): Exceeds standard	To help improve understanding and retention of lesson plan design and instruction, I am going to meet with students a week prior to their lesson presentation to discuss ways they can improve their lesson.	12	67%	33%			
PEDH 154 Spring 2013 results	2 lesson plans and accompanying lesson instruction graded with a rubric: 100 pts/ lesson plan and 100 pts/ lesson instruction		Below 60 (1) Failed to meet standard 60-76 (2) Below standard 77-89 (3) Meets standard 90 + (4) Exceeds standard	To help improve understanding and retention of lesson plan design and instruction, I am going to meet with students a week prior to their lesson presentation to discuss ways they can improve their lesson.	13	23%	62%	15%		
PEDH 201: Spring 2013 Results	Basketball Officiating Test (100 pts) and Softball Officiating Test (100 pts)		Below 60 (1): Failed to meet the standard 60-76 (2): Below Standard 77-89 (3): Meets Standard 90 + (4): Exceeds Standard	Most of the students in the class did really well on their written tests, but I need to help the few who do not meet the standard by performing earlier intervention after formative quiz results show which students may be struggling.	16	63%	25%	12%		
4. Demonstrate a thorough grounding in the theory and application of several specific areas of the physical education disciplines, including, but not limited to lifetime and team sports.	Tennis Quiz, Badminton Quiz, Racquetball Quiz, and Pickleball Quiz		Quiz Average: Below 60 (1) Failed to meet standard 60-76 (2) Below standard 77-89 (3) Meets standard 90 + (4) Exceeds standard	Incorporate more formative assessments throughout the semester to improve retention.	15	7%	60%	20%	13%	

Welding Technology										
Work with various types of welding equipment according to prescribed safety standards.	1. FCAW lab checklist 2. FCAW chapter test 3. Lab rubric sheet	1. Checklist 2. Written exam by % A=100-93,A-= 92-89, B+= 88-86, B=85-82, B-=81-79, C+=78-76,C=75-72,C-=71-69,D+=68-66,D=65-62,D-=62-60, F=59-0 3. Lab grading rubric	Letter grade of student learning outcome performance is as follows: Grade of A to B+ exceeds meeting the learning outcome. Grade of C to B meets the learning outcome. Grade of D to C- approaching the learning outcome Grade of F to D- is not meeting the Learning Outcome		18	91%	9%	0%	0%	
Work with all types of welding equipment according to prescribed safety standards.	1. GMAW Checklist 2. GMAW setup lab demonstration 3. GMAW Chapter test Question #9,23,25 4. Final question #18,22 5. Lab sheet rubric	1. Checklist 2. Setup Checklist 3. Written exam by % 4. Written exam by % A=100-93,A-= 92-89, B+= 88-86, B=85-82, B-=81-79, C+=78-76,C=75-72,C-=71-69,D+=68-66,D=65-62,D-=62-60, F=59-0 5. Lab grading rubric	Letter grade of student learning outcome performance is as follows: Grade of A to B+ exceeds meeting the learning outcome. Grade of C to B meets the learning outcome. Grade of D to C- approaching the learning outcome Grade of F to D- is not meeting the Learning Outcome		18	91%	9%	0%	0%	
Read and correctly interpret both basic and advanced welding fabrication blueprints, including welding symbols, weld testing symbols, structural steel shapes and welding specifications.	1. I beam project 2. lab project #1 3. lab project #2 4. lab final(stairs)	1. industrial/ornamental fabrication project rubric 2. industrial/ornamental fabrication project rubric 3. industrial/ornamental fabrication project rubric 4. industrial/ornamental fabrication project rubric	exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C not meeting the standard: F to D-		11	67%	33%	0%	0%	

Students will operate and troubleshoot different welding processes to produce sound welds with success.	1. FCAW setup quiz 2. FCAW chapter 12 test 3. Lab rubric sheet	1. Written exam by % 2. Written exam by % A=100-93,A-= 92-89, B+= 88-86, B=85-82, B-=81-79, C+=78-76,C=75-72,C-=71-69,D+=68- 66,D=65-62,D-=62-60, F=59-0 3. Lab grading rubric	Letter grade of student learning outcome performance is as follows: Grade of A to B+ exceeds meeting the learning outcome. Grade of C to B meets the learning outcome. Grade of D to C- approaching the learning outcome Grade of F to D- is not meeting the Learning Outcome		18	28%	31%	26%	0%	
Students will operate and troubleshoot different welding processes to produce sound welds with success.	1.GMAW test Chapter 10 2. GTAW test Chapter 15 3. FCAW test Chapter 17 4. Lab rubric sheet	1. Written exam by % 2. Written exam by % 3. Written exam by % A=100-93,A-= 92-89, B+= 88-86, B=85-82, B-=81-79, C+=78-76,C=75-72,C-=71-69,D+=68-66,D=65-62,D-=62-60, F=59-0 4. Lab grading rubric	Letter grade of student learning outcome performance is as follows: Grade of A to B+ exceeds meeting the learning outcome. Grade of C to B meets the learning outcome. Grade of D to C- approaching the learning outcome Grade of F to D- is not meeting the Learning Outcome		18	28%	26%	31%	15%	
Qualification for certification according to A.W.S. standards	Welder Qualification Tests	A.W.S. welding procedure qualification	Pass/ Fail		11	55%	40%	5%	0%	
Qualify for certification by the American Welding Society, New York State Department of Transportation, and ASME codes through knowledge of all-position welding of ferrous/nonferrous metals using all major processes	1.Welder Qualification 7018 1G test 2.Welder Qualification 7018 2G test 3.Welder Qualification 7018 3G test 4.Welder Qualification 7018 4G test 5.NYSDOT Welder Qualification test completion	Pass/Fail 20% each test (100% total)	exceeding the standard: grade 5 tests passed meeting the standard: grade 4 tests passed approaching the standard: grade 2-3 tests passed not meeting the standard: grade 1 or less passed		11	45%	46%	9%	0 %	none

Qualify for certification by the American Welding Society, New York State Department of Transportation, and ASME codes through knowledge of all-position welding of ferrous/nonferrous metals using all major processes	1. Exam #1 2. Exam #2 3. Welding Procedure Specification	1. written exam by % 2. written exam by % A = 100 - 93, A- = 92-89, B+ = 88-86, B = 85-82, B- = 81-79, C+ = 78-76, C = 75-72, C- = 71-69, D+ = 68-66, D = 65-62, D- = 62-60, F = 59-0	Letter grade of student learning outcome performance is as follows: Grade of A to B+ exceeds meeting the learning outcome. Grade of C to B meets the learning outcome. Grade of D to C- approaching the learning outcome Grade of F to D- is not meeting the Learning Outcome		18	39%	45%	16%	0 %	None
Read and correctly interpret both basic and advanced welding fabrication blueprints, including welding symbols, weld testing symbols, structural steel shapes and welding specifications.	1. I beam project 2. lab project #1 3. lab project #2 4. lab final(stairs)	1. industrial/ornamental fabrication project rubric 2. industrial/ornamental fabrication project rubric 3. industrial/ornamental fabrication project rubric 4. industrial/ornamental fabrication project rubric	exceeding the standard: grade A to B+ meeting the standard: grade C to B approaching the standard: grade D to C not meeting the standard: F to D-		11	73%	27%	0%	0%	
Read and correctly interpret both basic and advanced fabrication blueprints.	1. Quizzes 10% 2. Exam #1 25% 3. Exam #2 25% 4. Drawings/Sketches 40%	1. Written quizzes by % 2. Written exam by % 3. Written exam by % 4. Drawings/Sketches by % A=100-93,A-= 92-89, B+= 88-86, B=85-82, B-=81-79, C+=78-76,C=75-72,C-=71-69,D+=68-66,D=65-62,D-=62-60, F=59-0	Letter grade of student learning outcome performance is as follows: Grade of A to B+ exceeds meeting the learning outcome. Grade of C to B meets the learning outcome. Grade of D to C- approaching the learning outcome Grade of F to D- is not meeting the Learning Outcome		18	50%	28%	22%	0 %	None

Sheet Metal Design and Layout	1. True Length Assignment 2. Parallell Line Test 3. Radial Line Test 4. Triangulation Drawing Test	1. Written assignment by % 2. Written exam by % 3. Written exam by % 4. Written exam by % A=100-93,A-= 92-89, B+= 88-86, B=85-82, B-=81-79, C+=78-76,C=75-72,C-=71-69,D+=68-66,D=65-62,D-=62-60, F=59-0	Letter grade of student learning outcome performance is as follows: Grade of A to B+ exceeds meeting the learning outcome. Grade of C to B meets the learning outcome. Grade of D to C- approaching the learning outcome Grade of F to D- is not meeting the Learning Outcome		18	55%	44%	1%	0%	
Accounting										
To prepare financial statements manually in accordance with generally accepted accounting principles (GAAP). 1. Students will prepare in proper format an income statement	Exam question	Multi-Step Income Statement Question	Exceeds Meets Approaches Fails to Meet >=85% 70%-84% 60%-69%		68	58.8%	5.9%	7.4	27.9%	
Students will prepare in proper format a classified balance sheet	Exam Question	Exam Question - Classified Balance Sheet	Exceeds Meets Approaches Fails to Meet >=85% 70%-84% 60%-69%	88% meet or exceed SLO, no proposed action.	69	78.3%	10.1%	4.4%	7.2%	None
Students will produce coherent texts	Research paper and tax returns	Grading scale	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		6	33.32	50		16.66	

Students will be able to produce common types of business letters.	Case Studies	Excellent (18-20 pts) Good (17-15 pts) Poor (14-11 pts) Failing Effort (0-10 pts) · Complete content and well-written according to lectures, demonstrations and instructions. -contained few grammar errors and/or typos/spelling errors · Demonstrated excellent familiarity with the assignment · Somewhat complete content and somewhat well-written according to lectures, demonstrations and instructions. -contained some grammar errors and/or typos/spelling errors · Demonstrated some familiarity with the assignment. · Did not contain complete content and was not well-written according to lectures, demonstrations and instructions. -contained several grammar errors and/or typos/spelling errors · Poor demonstration of familiarity with the assignment. Did not complete the assignment OR submitted work was not passing.	Exceeds: >=85% Meets: 70%-84% Approaches: 60%-69% Fails to Meets:	No proposed action at this point. Students who failed to meet the standard did not complete the assignment.	21	Case Study 1 (email message) = 71% Case Study 2 (claim letter) = 76% Case Study 3 (Blog post) = 80.9%	Case Study 1 (email message) = 19% Case Study 2 (claim letter) = 14% Case Study 3 (Blog post) = 4.7%	Case Study 1 (email message) = 0 Case Study 2 (claim letter) = 0 Case Study 3 (Blog post) = 0	Case Study 1 (email message) = 9.5% Case Study 2 (claim letter) = 9.5% Case Study 3 (Blog post) = 14.2%	
Revise and improve college level writing	Book reviews	Reading draft, offering improvements, reading resubmissions	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		7	28.57%	39.32%		19.66%	
Create coherent text	Book reviews	Grading scale	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		35	40%	40%	11.43%	8.57%	

busi 120 002,003,006	answer m/c question 3 correctly	answer question correctly		Assessment of this objective shows that most students know the common types of business formats: e-media, letters, memos, and reports. I am satisfied with these results.	67	85%			15%	
Students will be able to produce common types of oral presentations.	Students will be able to present to the class an informative and a persuasive speech.	Oral Presentation Rubric Organization Expression Presentation	Exceeds: >=85% Meets: 70%-84% Approaches: 60%-69% Fails to Meets:	Assessment of this objective shows that students are exceeding/meeting the objective for both informative and persuasive speeches. An adjustment was made based on last semester's persuasive speech results which resulted in an increase of students exceeding/meeting the objective by 14.29%. Therefore, no adjustment will be made at this time.	21	Informative Speech = 66.66% Persuasive Speech = 61.90%	Informative Speech = 23.81% Persuasive Speech = 23.81%	Informative Speech = 0 Persuasive Speech = 4.76%	Informative Speech = 9.52% Persuasive Speech = 9.52%	
Students will be able to evaluate oral presentations of their peers according to established criteria.	Students will be able to effectively complete the Peer Review Form for one speech.	Evaluation of Oral Presentation Rubric	Exceeds: >=85% Meets: 70%-84% Approaches: 60%-69% Fails to Meets:	Results are an improvement from Fall 2012 due to my teaching adjustment of discussing how to complete the "comments" section of the Peer Review form. Therefore, no adjustments will be made at this time.	21	66.66%	33.33%	0	0	
Achieve skill in the preparation and presentation of written and oral communications.	Students present their final-term project. Based on the attached Rubric.	Rubric								
busi 120 002,003,006	Students present their final-term project. Based on the attached Rubric.			Assessment of these objectives shows that most students have achieved skill in the preparation and presentation of written and oral communications, and in understanding of the functions, principles and skills of effective business communications. I am satisfied with these results.	67	78%	21%		1 %	
Demonstrate understanding of the impact of individual economic decisions and the major arguments and considerations that influence government as it attempts to intervene in the market system.	Quiz 2	Grading scale	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		6	16.66	50	16.66	16.66	

To provide the student with a basic understanding of computer terminology and techniques. Students will be able to identify key terminology and develop proficiency in the use of Microsoft Office Word.	Microsoft Word Exam	100 point exam	Exceeds: >=85% Meets: 70%-84% Approaches: 60%-69% Fails to Meets:	Assessment of this objective shows that students are Exceeding or Meeting the objective therefore no adjustment will be made at this time.	24	75%	25%	0	0	
To provide the student with a basic understanding of computer terminology and techniques. Students will be able to identify key terminology and develop proficiency in the use of Microsoft Office Excel.	Microsoft Excel Exam	100 point exam	Exceeds: >=85% Meets: 70%-84% Approaches: 60%-69% Fails to Meets:	Assessment of this objective shows that students are Exceeding or Meeting the objective, therefore, no adjustments will be made at this time.	23	86.96%	13.04%	0	0	
Students will demonstrate a fundamental understanding of computerized software	Current year return	Number of times to completion and complexity	Exceed = high level of complexity Meets = simple return done in one step Approach = simple return completed in more than one step Failed = no return completed		6	33.32	50	0	16.66	
To provide the student with a basic understanding of computer terminology and techniques. Students will be able to identify key terminology and develop proficiency in the use of Microsoft Office PowerPoint.	Microsoft Office PowerPoint Exam	100 point exam	Exceeds: >=85% Meets: 70%-84% Approaches: 60%-69% Fails to Meets:	Assessment of this objective shows that students are Exceeding or Meeting the objective, therefore, no adjustment will be made at this time.	23	91.30%	8.69%	0	0	
Accounting - Information Systems Auditing										

Semester(Spring 2013), Management,BUSI 200, 10217,10287	Two sources of data, primary Essay Explain and consider techniques for managing for results, including the control funciton, managing strress and cionflict and change Source 2- Short essay 36 on final exam.	essay 6 Explain and consider techniques for managing for results, including the control function, managing stress, conflict and change. 1) Final exam q 36 Explain and consider techniques for managing for results, including the control function, managing stress, conflict and change.		The highlighted column 7 is the combined results when assessed within 3 weeks of material review. The lower end of year values suggest a need to increase the importance of the concepts to the student. The concepts get reviewed four times- the chapter quiz, the section exam, the essay and the final essay question. The quiz is a learning tool so all find the answer, the test questions indicate higher knowledge, the essay is the best measure (and most successful) the final showed lower results. A course long project is used to reinforce learning, the role of accounting and control will be stress here.	53	50%	19%	23%	8%	
Business & Technology Management										
Demonstrate understanding of computer programming terminology and principles	Exam 1 and questions 1-20 on final exam	Grading scales	Exceeding >= 90% Meeting 70 - 89% Approaching 60 - 69% Failing	Pushed introduction of object oriented programming at end of course. End at "Functions" and spend more time on that topic, saving "Objects" for CITA 240.	16	6%	31%	31%	31%	
Create flowcharts and pseudocode	"My Paint" assignment	Grading scales	Exceeding >= 90% Meeting 70 - 89% Approaching 60 - 69% Failing	Develop more targeted assignment.	16	31%	25%	25%	19%	
Develop algorithms	Assignment: "The Target"	Grading scales	Exceeding >= 90% Meeting 70 - 89% Approaching 60 - 69% Failing	Replace current assignment. Use broader scope for assessment.	16	0%	50%	31%	19%	
Develop applications to specification	Overall assignment average	Grading scales	Exceeding >= 90% Meeting 70 - 89% Approaching 60 - 69% Failing	Continue to refine approach.	16	25%	44%	25%	6%	

BUSI 344 Organizational Theory		BUSI 344 Organizational Theory On-line Spring 2013 Assessment SLO's Describe the importance of strategic purpose and operating goals while identifying the role of organizational structure in achieving organizational strategies and goals. Students will identify current challenges facing organizations while recognizing the structural dimensions of organizations and effectiveness. Article Review/ Research Paper 1/ Captsone Final Project/ Exam 1	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%							

BUSI 344 Organizational Theory		Students will explain the elements of the internal and external forces that enable or constrain strategic action. Students will describe a chosen company's strategy, organizational structure and describe external environment influences that impact the strategy. Students will research a Fortune 500 company while demonstrating through a research paper an understanding of the strategies used at the corporate, business unit, and functional levels of the company chosen to research								

BUSI 344 Organizational Theory		Students will apply the concept of life cycle to the organization with which they are researching for their final project. They will identify what stage their organization is in now, how the organization handled or passed through its life cycle crises. Students will support their analysis with concepts from the chapter. Through a case study analysis and discussion forum question, students will explain strategic change, the necessary elements for successful organizational change, describe how innovation speed provides competitive advantage, explain the techniques for bringing about culture change in organizations, and explain barriers to change and techniques for overcoming resistance. Exam 3/ DQ 1 & 2/ Article Review/ Capstone Final Project	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%							
BUSI 344 Organizational Theory		Describe structural design options for international operations while recognizing designing approaches to coordination and control of global coordination. Students will be able to describe the options for designing an organization that is functioning in an international environment. Students will describe the coordination and control that the organization will need to function as a global entity. Article Review/ DQ Forum/ Exam 2/Capstone Research Project	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%	Assessment of this objective shows that a good majority were able to demonstrate strategies employed by a Fortune 500 company through a research paper. Areas of opportunity lie in conducting an additional assignment and measurement to incorporate analysis. Some of the assignments were not submitted. Satisfied with these results Opportunity to spend more time on international and global strategy.						
Business Administration - AAS										

Understand and identify financial concepts and investments from corporate and personal level	36	Grading Quiz 4	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		36	5.56%	36.11%	2.78%	55.56%	
Understand and identify financial concepts and investments from a corporate and personal level	Final exam questions 93,94 & 99	Answering Correct, Distracter incorrect	Exceeding = correct Meeting = distractor Not meeting = remaining incorrect		39	41.03%	39.32%		19.66%	
Understand forms of ownership and organizational structure	Quiz 3	Grading	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		41	7.32%	24.39%	4.88%	36.59%	
Human resources	Final exam questions 37, 38 & 39	Correct answer distracter incorrect answer	Exceeding = correct Meeting = distractor Not meeting = other incorrect		39	39.32%	41.03%		19.66%	
Students will calculate trade and cash discounts.	Quiz	Quiz Questions	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%	Improve online homework problems to provide additional feedback on calculating these problems. Improve in-class problems to demonstrate better these calculations.	38	50%	26%	13%	11%	
Students will calculate retail topics such as markups and markdowns	Quiz	Quiz Questions	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%	Improve online homework problems to provide additional feedback on calculating these problems. Improve in-class problems to demonstrate better these calculations.	38	50%	26%	13%	11%	
Students will calculate simple and compound interest and simple discount.	Quiz, Exam	Quiz and Exam Questions	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%	Improve online homework problems to provide additional feedback on calculating these problems. Improve in-class problems to demonstrate better these calculations.	43	42%	28%	14%	16%	
Students will find the payments for annuities and sinking funds.	Quiz, Exam	Quiz and Exam Questions	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%	Provide additional explanation of these problems during lecture. Improve online homework problems to provide additional feedback on calculating	42	45%	22%	2%	31%	

				these problems. Improve in-class problems to demonstrate better these calculations.						
Students will calculate financial ratios relating to stocks, bonds and mutual funds.	Quiz	Quiz Questions	Exceeds >=85% Meets 70%-84% Approaches 60%-69% Fails to Meet <60%	Add an additional class on this topic. Improve online homework problems to provide additional feedback on calculating these problems. Improve in-class problems to demonstrate better these calculations.	36	20%	25%	33%	22%	
Understand and identify the customer centered focus of marketing mix 4p's	Exam #3	Grading	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		42	9.52%	52.38%	16.67%	21.43%	
Marketing concepts	Final exam questions 53, 54 & 58	Correct exceeds, distractor meets, incorrect fails to meet	Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome		39	61.54%	22.22%		16.24%	
Demonstrate understanding of the impact of individual economic decisions and the major arguments and considerations that influence government as it attempts to intervene in the market system	Quiz 1 and research paper	Grading scale	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		6	16.66	50	33.32		
Understand and identify economic systems	quiz 1	Grading	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		51	9.8%	15.69%	17.65%	50.98%	
Understand and identify economic systems and competitive structures	Final exam questions 3 & 5	Correct exceeded, distracter approached incorrect failed to meet	Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome.		39	87.18%	8.97%		3.85%	
Discuss corporate power, labor unions, poverty and wealth, government taxation, and public policy	Quizzes 4 and 5	Grading scale	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		6	16.66	16.66	33.33	33.33	

Discuss corporate power, labor unions, poverty and wealth, government taxation, and public policy	Quiz 3	Grading scale	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		6	16.66	50	33.33		
Discuss corporate power, labor unions, poverty and wealth, government taxation, and public policy	Quiz 6	Grading scale	Exceeding (A) or >=89.5 Meeting (B) or >=79.5 Approaching (C) >= 69.5 Not meeting (D F)		5	20	20	40	20	
Business and Professional Golf Management										
Computer Information Systems										
Understand terminology and principles	Chapter quizzes	Grading scales	Exceeding >= 90% Meeting 70-89% Approaching 60-69% Failing	Re-introduce previously-used textbook. Reduce reliance on multiple-choice chapter quizzes.	15	7%	53%	33%	7%	
Select network equipment	Assignment: "Hardware Purchase"	Grading scales	Exceeding >= 90% Meeting 70-89% Approaching 60-69% Failing	Ensure proper coverage of material before assignment.	15	7%	60%	20%	13%	
Test wireless networks	Group Project: "Wireless Experiments"	Grading scales	Exceeding >= 90% Meeting 70-89% Approaching 60-69% Failing	Continue with current approach	15	20%	60%	20%	0%	
Write research paper	Paper: "LTE and Wi-Max"	Grading scales	Exceeding >= 90% Meeting 70-89% Approaching 60-69% Failing	Continue basic approach; change topic.	15	27%	60%	0%	13%	

Information Technology Management										
Demonstrate proficiency and problem solving skills through the use of computers and computational techniques. Student learns what normalization is and the steps of normalization.	Test Questions	Group of Exam Questions which student understand the concepts and terminology of database design and normalization.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	I will spend additional time on this in class. I will add a homework assignment to this activity	48	40	29	21	10	
Demonstrate proficiency and problem solving skills through the use of computers and computational techniques. Student is introduced to a procedural language.	Test Questions Home Work No. 7	Group of Exam Questions which student create and execute a Visual BASIC routine, one homework covering same material.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	I will spend additional time on this in class.	48	10	27	0	63	
Demonstrate proficiency and problem solving skills through the use of computers and computational techniques. Student is introduces to macros and is able to create and execute a simple macro.	Test Questions Home Work No. 8	Group of Exam Questions which student create and execute a macro, one homework covering same material.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	I will spend additional time on this in class.	48	25	31	19	25	
Demonstrate proficiency and problem solving skills through the use of computers and computational techniques. Student is able to normalize a simple table to 3rd normal form.	Test Questions Home Work No. 11	Group of Exam Questions which student must transform a table to a normal form, one homework covering same material.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	I will spend additional time on this in class. I will improve the homework assignment to this activity.	48	15	38	6	42	
Demonstrate specific knowledge of IT related areas, including: computer concepts, applications software, database systems, software development, networks and telecommunications, and enterprise technologies. Student is able to enter data correctly within the table.	Test Questions	Group of Exam Questions which student enters data using different methods.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	None required	48	73	13	8	6	

Demonstrate specific knowledge of IT related areas, including: computer concepts, applications software, database systems, software development, networks and telecommunications, and enterprise technologies. Student is able to create a table and use appropriate field types.	Test Questions Home Work No. 3	Group of Exam Questions which student use different data types for each field, one homework covering same material.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	None required	48	23	54	8	15	
Demonstrate specific knowledge of IT related areas, including: computer concepts, applications software, database systems, software development, networks and telecommunications, and enterprise technologies. Student understands the use of, and the creation of queries.	Test Questions Home Work No. 2	Group of Exam Questions which student create and execute queries, one homework covering same material.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	None required	48	83	25	8	10	
Demonstrate specific knowledge of IT related areas, including: computer concepts, applications software, database systems, software development, networks and telecommunications, and enterprise technologies. Student understands the creation and use of forms and reports.	Test Questions Home Work No. 4, 5, 6	Group of Exam Questions which student create both forms and reports, three home works covering same material.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	None required	48	50	27	10	13	
Demonstrate specific knowledge of IT related areas, including: computer concepts, applications software, database systems, software development, networks and telecommunications, and enterprise technologies. Student understands the organizations of objects within the file.	Test Questions	Group of Exam Questions which student created different objects.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	None required	48	56	33	10	0	

Demonstrate specific knowledge of IT related areas, including: computer concepts, applications software, database systems, software development, networks and telecommunications, and enterprise technologies. Student is able to create a database file.	Test Questions Home Work No. 1	Group of Exam Questions which student created and edited tables, one homework covering same material.	Exceeding (A) or >=85% Meeting (B) or >=70% Approaching (C) >= 60% Not meeting (D F)<60%	None required	48	65	17	8	10	
Hospitality Management Associates										
Students will be able to display adherence to professional standards of the industry including attire, conduct, communication, administrative preparedness, and work habits.	Culinary Lab standard of professionalism - uniform, behavior, language, work habits, safety and sanitation. Self (20 questions) and Peer (20 questions) evaluation tool				62	SELF PEER 10.97% 5.61%	SELF PEER 48.06% 41.98%	SELF PEER 36.05% 41.55%	SELF PEER 4.92% 10.86%	
Culinary Arts AAS										
Students will be able to understand and apply the vocabulary and practical skills required of the culinary professional, including cooking principles, food science, sanitation, and safe use and care of equipment.	Course SLO:Demonstrate safe use, care, and storage of bakeshop equipment and smallwares. Targeted self and peer evaluation questions.	Exceeding Meeting Approaching Needs improvement			62	SELF PEER 14.51% 5.17%	SELF PEER 66.13% 51.72%	SELF PEER 16.13% 39.66%	SELF PEER 3.21% 3.45%	
Students will be able to understand and apply the techniques, measurements, ingredients, mathematical calculations, and chemistry that are the foundation of successful professional baking.	Course SLO: Identify common substitutions for basic ingredients and function of ingredients in a given formula. 5 targeted ingredient function/substitution questions on final exam.	Exceeding Meeting Approaching Needs improvement			62	6.45%	12.90%	61.29%	19.35%	
Students will be able to understand and apply the techniques, measurements, ingredients, mathematical calculations, and chemistry that are the foundation of successful professional baking.	Course SLO: Change recipe yields correctly using both the bakers formula technique and standard menu planning mathematical calculations.	Exceeding Meeting Approaching Need improvement		Spend more time on the Baker's formula, and incorporate more practice. Baker's formula is covered at beginning of semester - revisit and review before final exam.	62	9.7%	24.19%	25.80%	40.31%	

	10 question Baker's formula working recipe problem.									
Students will be able to understand and apply the techniques, measurements, ingredients, mathematical calculations, and chemistry that are the foundation of successful professional baking.	Course SLO: Change recipe yields correctly using both the Baker's formula technique and standard menu planning mathematical calculations. 11 exercises spaced throughout the course requiring multiple recipe yield changes of at least four recipes per exercise.	Exceeding Meeting Approaching Needs improvement			62	35.48%	30.65%	20.97%	12.90%	
Students will be able to understand and apply the techniques, measurements, ingredients, mathematical calculations, and chemistry that are the foundation of successful professional baking.	Course SLO: Identify and use common ingredients. Ingredient identification quiz, through observation, touch, taste, and smell	Exceeding Meeting Approaching Need improvement			20	5%	20%	50%	25%	
Students will be able to understand and apply the techniques, measurements, ingredients, mathematical calculations, and chemistry that are the foundation of successful professional baking.	Course SLO: Produce properly made bakeshop goods and demo proper technique. Quality standard rubrics applied to lab production.				317 records	9.14%	46.06%	36.60%	8.20%	
Hotel and Resort Management AAS										
Introduction to Hospitality Management	Rubrics	Quizzes, special projects, guest speaker and property tour reviews.	Exceeding- 85 and above Meeting- 75-84 Approaching- 65-74 Not Meeting- 64 and below	Increase "live" applications, guest speakers, site visits and internet to enhance industry awareness.	67	32	42	13	13	Possible Transport to & from Hospitality Venues
Apply a comprehensive understanding of basic food cookery and baking and Industry terminology, product identification, and use and care of food service equipment.	quiz and exam questions	Rubric	Beginning 61-69 Developing 70-79 Accomplished 80-85 Exemplary 86-above	Stress repetition of materials in areas of weakness. Use course worksheets to improve retention of information.	12 student is class	79%	0%	0%	21%	none

Apply a comprehensive understanding of basic food cookery and baking and Industry terminology, product identification, and use and care of food service equipment.	Quiz and exam questions	Beginning 61-69 Developing 70-79 Accomplished 80-85 Exemplary 86-above	Beginning Developing Accomplished Exemplary	Stress demonstrations to tie into course lecture and handout materials. Lab instructor to tie to lecture materials.	12	25%	17%	33%	25%	N/A
Apply a comprehensive understanding of basic cookery, baking, industry terminology, product identification, use and care of food service equipment.	quiz and exam questions	beginning developing accomplished exemplary	rubric	Stress subject matter in areas of lower performance.	12	41.65	16.7%	33.3%	8.4%	None
Apply a comprehensive understanding of basic food cookery and baking and Industry terminology, product identification, and use and care of food service equipment.										
Restaurant and Food Service Management										
Travel and Tourism Management										
Domestic Travel Sales & Distribution - TRVL 175 Demonstrate an understanding of the role of the global electronic distritution systems, ie, Sabre/Apollo and their use as the data and product source for travel and tourism distribution.	SABRE - Online Computer Simulation - On Line Text Book - Lessons 1,2,3,4 11, 12, 15, 16 SABRE Content - Midterm and Final Exams	GRADING SCALE - 100 Point Scale / Percentages	Exceeds = 85 - 100% Meets = 75 - 84% Approaches = 65 - 74% Not Met = 0.0 - 64%	To add a 3rd exam on the SABRE Content.	16 students	62.5%	37.5%	0%	0%	
Demonstrate a working knowledge of the products and services required for the successful travel/tourism experience.	Course Average - All Exams	Grading Scale - 100 Points - Percentage	Exceeds - 100 - 85% Meets - 84 - 75% Approaches 74 - 65% Not Met 64 - 0%	Effictive - continues to show relevency to the industry.	16	68,75%	18.75%	6.25%	6.25%	
Domestic and Interantional itinerarys	Written Exam 1 - Questions 16 & 17 Written Exam 3 - Questions 1,2,5,6,7, 8 & 9 - Exams 1 & 3	Grading Scales - 100 Points and percentages	Exceeds - 100 - 85% Meets - 84 - 75% Approaches 74 - 65% Not Met 64 - 0%	Assessment / Evaluations are successful with 75 %exceeding and 12.5% meeting the student learning outcome. The 12.5% not meeting is somewhat hight and this learning outcome will be review and targeting in the International Course that deals with similar concepts and material.	16 Students	75% Exceeding	25% Meeting	12.5% Approaching	0% Not Meeting	

DOMESTIC AND INTERNATIONAL itinerarys	SABRE - ONLINE SIMULATOR / Online Text Sabre Exams 1 & 2	Grading Scale - Sabre Exams 1 & 2 Creation and Ending of PNR in SABRE system.		A strong majority of the students exceeded or met the standards. This group of students will have a continuing opportunity in the INTERNATIONAL TRAVEL SALES & DISTRIBUTION course which continues the cognitive and computer skills of the DOMESTIC TRAVEL SALES & DISTRIBUTION COURSE and the overarching outcomes of the Travel and Tourism program.	16	43.75%	37.5%	6.25%	12.5%	
Domestic and International Itinerarys	Written Exam #2 - Q 12 & 13 All content Written Exam # 2	Grading Scale - 100 Points = Percentages Written Exam # 2	Exceeds = 85 - 100% Meets = 75 - 84% Approaching = 65 - 74% Not Meeting = 0.0 - 64%	Evaluations and Assessment indicates a high success rate for this Program/Course student Learning outcome.	16	62.5%	37.5%	0 %	0 %	
Hospitality Management BBA										
Culinary Arts Management										
	Written Paper (current food/culture issue research assignment)	Rubric for assessment	Exceeding (85 or above) Meeting (75-84) Approaching (65-74) Not Meeting (64 or below)	Begin semester with a thesis/topic sentence writing assignment to help students develop the topic. Mid-semester require a list of sources to be approved.	25	12%	60%	20%	8%	
Demonstrate knowledge of early civilizations' cultural development.	Guided Reading Assignment Questions	Grading Scale (0-20 possible points)	85+ % = exceeding 75-84%= meeting 65-74% = approaching 64 - 0 % = not meeting	More clearly state expectations for quality answers. Majority of the not meeting scores were from failure to turn in assignments.	25	32%	20%	0%	48%	
Demonstrate knowledge of ancient foods, ingredients, meals and beverages.	Midterm exam (written - short answer, open book) Final exam (written - short answer, open book, matching section)	Grading Scale	85+% = Exceeding 75 - 84% = Meeting 65-74% = Approaching 64-0% = Not Meeting	Encourage students to study specific terminology of ancient food/drink	25	16%	32%	20%	32%	
Hotel & Resort Management										
Travel & Tourism Management										
Environmental Studies										
Explain problems; SLO1	Reports from BIOL 110		Exceed: 95+	None	4	Initial: 50%	Initial:	Initial: 0%	Initial: 25%	None

	Example: Food Lecture Report 1) Describe a sustainable diet (including food items, their source, and production). 2) Describe why your proposed diet is sustainable (economically feasible, socially desirable, and ecologically viable). 3) Be sure to integrate knowledge we uncovered in class with knowledge that you gain from other sources. 4) Cite your sources at the end of sentences where you use their information and include a bibliographic list of all sources at the end of your report. 5) Limit your response to two, double-spaced, typed pages.	Points Earned 20 Assignment meets all requirements 15 One missing requirement 10 Two or more missing requirements 20 Information from external sources is importantly woven into report 15 External sources are merely mentioned 10 External sources are merely cited or absent 20 Nearly all of the author's points are supported by scientific data 15 Some of the author's points are supported by scientific data 0 Few or none of the author's points are supported by data 10 Report is completely accurate 5 One or two inaccurate statements 0 Three or more inaccurate statements 10 All statements smooth and easy to understand 5 One or two statements difficult to understand 0 Three or more statements difficult to understand 10 No grammar or spelling errors 5 One or two grammar or spelling errors 0 Three or more grammar or spelling errors 10 At least three edited and/or peer-reviewed sources are cited 5 Two edited and/or peer-reviewed sources are cited 0 Less than two edited and/or peer-reviewed sources are cited	Meet: 90+ Approach: 80+ Does Not Meet:			Final: 75%	25% Final: 25%	Final: 0%	Final: 0%	

Student will be able to explain the underpinnings of the economy, society, and environment in sustainable solutions to environmental problems.	Reports Example: Food Lecture Report 1) Describe a sustainable diet (including food items, their source, and production). 2) Describe why your proposed diet is sustainable (economically feasible, socially desirable, and ecologically viable). 3) Be sure to integrate knowledge we uncovered in class with knowledge that you gain from other sources. 4) Cite your sources at the end of sentences where you use their information and include a bibliographic list of all sources at the end of your report. 5) Limit your response to two, double-spaced, typed pages.	Points Earned 20 Assignment meets all requirements 15 One missing requirement 10 Two or more missing requirements 20 Information from external sources is importantly woven into report 15 External sources are merely mentioned 10 External sources are merely cited or absent 20 Nearly all of the author's points are supported by scientific data 15 Some of the author's points are supported by scientific data 0 Few or none of the author's points are supported by data 10 Report is completely accurate 5 One or two inaccurate statements 0 Three or more inaccurate statements 10 All statements smooth and easy to understand 5 One or two statements difficult to understand 0 Three or more statements difficult to understand 10 No grammar or spelling errors 5 One or two grammar or spelling errors 0 Three or more grammar or spelling errors 10 At least three edited and/or peer-reviewed sources are cited 5 Two edited and/or peer-reviewed sources are cited 0 Less than two edited and/or peer-reviewed sources are cited	Exceed: 3 Tenets and 90+ Meet: 3 Tenets Approach: 2 Tenets Does Not Meet:	None	4	Initial: 75% Final: 100%	Initial: 0% Final: 0%	Initial: 0% Final: 0%	Initial: 25% Final: 0%	None

Demonstrate understanding of scientific principles and methodology in the science of their choosing.		The measure has been changed by the department to read: Demonstrate understanding of scientific principles and methodology in the science of their choosing.		Change the wording of the measurable outcome: from "Demonstrate a solid grounding in the science of their choosing" to "Demonstrate understanding of scientific principles and methodology in a science of their choosing."						
Teacher Education Transfer										
BSN										
Veterinary Technology										
Animal Nursing and Critical Care	Practical Grading of tasks and questions	Nursing skill demonstration-large animal	Exceeding: Student exhibits entry level knowledge, skills & productivity (applies critical thinking abilities and maximizes productivity to accomplish learning activities/projects within industry time expectations. Little, if any instructor assistance is needed. Meeting: Student exhibits entry level knowledge & skills (is developing in the use of critical thinking abilities and productive and able to accomplish tasks slightly over industry time expectations. Some instructor assistance is needed. Approaching: Student exhibits levels of knowledge and skills that are approaching entry level (Requires some "coaching" to apply critical thinking abilities or critical thinking skills are starting to develop; productivity is 1.5-2 times less than the industry standard. Frequent/constant instructor assistance is necessary.) Not Approaching: Knowledge,	Increase lecture time in nutrition by 1 hour Increase identification exercises in Vancko Hall to weekly quizzes of nutrition samples Increase math problems within the laboratory manual and institute an examination on math problems as part of grade for accountability Reproduce cd's of instruments for students to provide additional resources for training	24	69.48%	13.64%	9.74%	7.14%	Additional animals and staff

			skills and critical thinking are minimal and productivity is well less than 2 times 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	Review permanent and temporary identification techniques during lecture and hold accountable by having student write a brief paper on different forms of permanent identification						
Students will be able to design and deliver grief-management assistance to clients and colleagues.	Exam Questions Either Write a One page SOP for handling euthanasia of a 2 year old domestic short hair owned by Mrs. Lurch who has ingested 3 tablespoons of antifreeze and both kidneys have shut down. Consider all the aspects of process and roles of all individuals in the practice. LOOKING FOR ALL ROLES RECEPTIONIST, TECHNICIAN, VETERINARIAN PROCESS AT EACH INTERACTION LOCATION CREMATION DEALING WITH CHILDREN MEMORIALS or Write a one page SOP dealing with the following situation. A 34-year-old obese male cockatoo is diagnosed with late-stage fatty liver disease. The bird dies while in the veterinary hospital. The client is called and told of the bird's death. She is out of town and returns to pick up the bird's remains the next day. The client is obviously lethargic and says that life will not be	Grade on the above exam questions	Exceeding: Student exhibits entry level knowledge, skills & productivity (applies critical thinking abilities and maximizes productivity to accomplish exam question in grade range of 90-100% Meeting: Student exhibits entry level knowledge & skills (is developing in the use of critical thinking abilities and answered question in grade range of 80-89% . Approaching: Student exhibits levels of knowledge and skills that are approaching entry level and student scored on exam question in grade range of 70-79%. Not Approaching: Knowledge, skills and critical thinking are minimal and student scored in grade range of	Continue role playing as well as writing Standard Operating Procedures. Continue to review real case studies in grief management for pets	72	75%	20%	5%		DVD on animal grief counseling

	worth living without her beloved pet whom she has owned for most of her life. Consider all the aspects of process and roles of all individuals in the practice.									
Students will be able to understand basic knowledge of animal health, common diseases, and disease processes for all common domestic animals.	Examination Questions Matching diseases to their etiological agents.	Results of above questions	Exceeding: Scores 90-100 % on exam questions Meeting: Scores 80-89% on exam questions Approaching: Scores 70-79% on exam questions Not Approaching: Scores below 70 % on exam questions	Additional lectures will be given, Writing assignments concerning these diseases will be introduced as required assignments, Students will be required to teach their classmates as assignment as well.	72	23%			77%	