**Closing the Loop Activities**

February 2013

| Program SLO | Assessment Results | Response | Action Plan | Time Frame | Resources Requested | Expected outcomes |
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| **Architectural Technology** | | | | | | |
| B.2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities. | This SLO is currently not meeting the standards for the program. | The B.2 SLO as mandated by the National Architectural Accreditation Board (NAAB) is designed to make architecture more conscientious with regard to the rules governing accessible designs and unfortunately this SLO is currently not being met to the desired standard. This is mainly due to the fact that the projects being worked on at this level rarely require an in-depth look at accessibility, but we still expect the students to investigate its implications and impact on all design projects. | Implement a phase during the design process where students will have to investigate the impact of making their projects accessible to all users. | Spring 2013 semester | Americans with Disabilities Act (ADA) code book | Our students will learn very early in their architectural careers how much emphasis is placed on accessible designs in the real world, and will be better prepared to be more effective and design aesthetically desirable solutions that tackle such issues. |
| B. B 12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse | There are 6 technical courses within Delhi's Architecture and Construction curricula that assess this SLO. Several of these courses address additional SLOs, so it is difficult to selectively quantify the aggregate assessment of these specific SLOs. Therefore, the final course grades are reasonably accurate to assess whether or not the B.12 SLO has been met. The structures courses, i.e., AECT 360, 460 and 480, are exclusively dedicated to the B.09 and B.12 SLOs. | As seen in the results, in general, the upper-level courses (i.e., Sophomore 200 level and higher) tend to have a higher rate of exceeding or meeting the expectations than the lower level (i.e., Freshman 100 level). However, the junior and senior-level structures courses (i.e., AECT 360 and 460), for example, are almost entirely focused on the B.09 and B.12 SLOs, and have excellent rates of exceeding or meeting the expectations (around 85%). | Rubric may be too broad.<br><br>Students struggle with AutoCAD.<br><br>There are services currently in place to help students, such as peer tutors, and computer lab monitors who are very willing to provide additional assistance, but tend to be underutilized.<br><br>Increase in enrollment in Architecture and Construction programs would warrant hiring an additional faculty member. | Changes to rubrics will be implemented in the Fall, 2013 semester. From there, evaluation and ongoing modifications will be made and monitored.<br><br>The action plan calling for additional faculty should begin immediately. | At least one new full-time, tenure-tract Architecture faculty member would be necessary. | The course instructor will have to determine the most effective way to assess its effectiveness. Perhaps the results of one or two assignments which are specifically focused on building materials and assemblies would be a better measure for this SLO. As mentioned above, additional faculty member(s) would reduce already crowded class sizes. The effectiveness of new faculty could be assessed by asking students to participate in a survey asking them if they are more inclined to ask for help in a crowded classroom environment or a small classroom environment. |

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| B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC/SLO: A.2. Design Thinking Skills; B.2. Accessibility; A.4. Technical Documentation; B.3. Sustainability; A.5. Investigative Skills; B.4. Site Design; A.8. Ordering Systems; B.5. Life Safety; A.9. Historical Traditions & Global Culture; B.8. Environmental Systems; B.9. Structural Systems | This SLO is currently not meeting the standards for the program. | This is a very broad and difficult to achieve objective. Expecting the majority of students to successfully incorporate 11 outside discipline interest areas into a design project is extremely challenging. Nevertheless, it is a goal we will strive for which was not previously recognized. | The instructor will incorporate these 11 areas on interest into the design outline for the semester. The instructor will focus the studio on achieving as many of these objectives as possible. | Changes will be implemented in the Fall, 2013 semester. From there, evaluation and ongoing modifications will be made and monitored. | To be determined | Implementing the right sustainable objectives into studio will better prepare students for the professional workplace. Assessment will be consistent with other evaluation methods (instructor and visiting juror evaluation) |
| B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency. | This SLO is currently not meeting the standards for the program | Teaching sustainable design practices in this design studio simply wasn't a goal. Prior to adopting the National Architectural Accrediting Board's outcomes, this objective wasn't part of the course's ambitions. | The instructor will incorporate sustainable objectives into future courses using NAAB as a framework. Additionally, United States Green Building Council and Green Globes guidelines will be consulted in formulating a plan | Changes will be implemented in the Fall, 2013 semester. From there, evaluation and ongoing modifications will be made and monitored. | To be determined | Implementing the right sustainable objectives into studio will better prepare students for the professional workplace. Assessment will be consistent with other evaluation methods (instructor and visiting juror evaluation) |
| B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems | There are 6 technical courses within Delhi's Architecture and Construction curricula that assess this SLO. Several of these courses address additional SLOs, so it is difficult to selectively quantify the aggregate assessment of these specific SLOs. Therefore, the final course grades are reasonably accurate to assess whether or not the B.09 SLO has been met. The structures courses, i.e., AECT 360, 460 and 480, are exclusively dedicated to the B.09 and B.12 SLOs. | As seen in the results, in general, the upper-level courses (i.e., Sophomore 200 level and higher) tend to have a higher rate of exceeding or meeting the expectations than the lower level (i.e., Freshman 100 level). However, the junior and senior-level structures courses (i.e., AECT 360 and 460), for example, are almost entirely focused on the B.09 and B.12 SLOs, and have excellent rates of exceeding or meeting the expectations (around 85%). | Rubric may be too broad. Students struggle with AutoCAD. There are services currently in place to help students, such as peer tutors, and computer lab monitors who are very willing to provide additional assistance, but tend to be underutilized. Increase in enrollment in Architecture and Construction programs would warrant hiring an additional faculty member. | Changes to rubrics will be implemented in the Fall, 2013 semester. From there, evaluation and ongoing modifications will be made and monitored. The action plan calling for additional faculty should begin immediately. | At least one new full-time, tenure-tract Architecture faculty member would be necessary. | The course instructor will have to determine the most effective way to assess its effectiveness. Perhaps the results of one or two assignments which are specifically focused on structural systems would be a better measure for this SLO. |

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| SLOs: A1, A2, A3, A5, A6, A7, A8, A9, B1, B2, B3, B4, B5, B9, B10, B12, C1, C2, C8, C9<br>For descriptions, see assessment plan | The majority of the assessment results are either meeting or exceeding standards. | These SLO's are appropriate (mandated by the National Architectural Accreditation Board) and being successfully addressed. Therefore, we will continue to support these SLO's in a manner similar to previous attempts | None | | | |
| B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress. | This SLO is currently not meeting the standards for the program. | The B.5 SLO as mandated by the National Architectural Accreditation Board (NAAB) is designed for the purpose of ensuring safe passage from all points of a building to an exit in case of any emergencies, and this SLO is currently not being met to the desired standard. Architecture in academia by its very nature places an emphasis on designing projects that attracts people to enter and engage all the designed spaces, and not so much emphasis on leaving, or for that matter leaving during an emergency. | Design instructors will have to bring up this point during project discussions to make sure this issue is at the forefront of students' thinking when designing their projects. | Spring 2013 semester | International Building Code (IBC) most current version | Our students will be better equipped to manage design projects early in their careers when they are taught the practical side of the architectural profession as opposed to the pure theoretical aspects of design |
| **Automotive Technology** | | | | | | |
| Provide verbal and written diagnosis and repair descriptions. | 40.9 % exceeded, 9% meeting, 40.9% were approaching and 9% did not meet the outcomes. | The major concern that resulted in students "approaching" is not completing the vehicle information (engine size, VIN, mileage ect. on the heading of the repair order). This is more of a "clerical" problem. i.e. students either did it or not. | More emphasis will be placed on reinforcing the importance of complete vehicle information and the impact on a student grade. | Immediate implementation. | | Having a greater percentage of students meeting SLOs at the entry level will assure our students are prepared to meet the demands and requirements of the automotive repair industry |

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| #6 Maintain, diagnose and repair all gasoline engine fuel system components, emission control devices and engine performance system on various automobiles and light duty trucks.<br>#7 Diagnose and repair computer control system components, circuits and data networks on automobiles and light duty trucks. | 13.6% exceeded, 63.6% meeting, 18.2% were approaching and 4.5% did not meet the outcomes. | The majority of students not exceeding the SLOs had difficulty using, reading and interpreting manufacturers published diagnostic procedures (troubleshooting charts). A significant number of students also had difficulty reading wiring diagrams and performing basic electrical tests taught in previous courses.<br>Overall 77% of the students assessed either met or exceeded the SLOs. In an ideal environment, with ideal students, 100% meeting or exceeding a given SLO would be the goal. In addition, this assessment took 50 hours to complete (including preparation of the test vehicle for each of the 22 students). 40 of the 50 hours took one instructor out of the lab therefore decreasing the amount of instructional time with students. This seems like an excessive amount of time but was warranted to assure a reliable and valid assessment instrument. | The assessment results indicate that additional instructional strategies and more individualized learning activities need to be implemented to focus on students mastering the use of published diagnostic procedures, the use of wiring diagrams and basic electrical tests that apply to engine control system diagnostics. The purchase and student use of a diagnostic fault simulator would provide customized individual instruction to help with the above concerns. | Would like to implement for the Fall of 2013 semester. | One time purchase of and engine controls fault simulator. | Having a greater percentage of students meeting SLOs at the entry level will assure our students are prepared to meet the demands and requirements of the automotive repair industry. |
| **Carpentry and Building Trades** | | | | | | |
| SLO 5 & 6 (Rafter layout/roof construction & Blueprint interpretation) are generally found in freshmen classes | Two SLO's, 5 and 6 had a noticeably higher percentage of students who did not meet the outcome. These two areas (rafters and blueprint reading) are two difficult subjects requiring work discipline. In SLO 5 we had 12% not meeting and in SLO 6 we had 15% not meeting. Other results (scoring a 2, 3 or 4) appeared strong. | The percentages are taken from a total of 34 students; this indicates that 4 or 5 students are not meeting the outcome. In nearly all cases, we can identify a particular student who became a non-attender or simply stopped doing the required classroom/homework assignments. The rafters (SLO 5) | These two areas require more studying and discipline than other areas, & students do not always keep up with the material. In these areas, we continuously strive to find methods of helping struggling students (one-on-one help, worksheets, peer tutoring, extra time) The rafters (SLO 5) require a lot of mathematics; which could be addressed by us teaching our students a subject specific technical math course. | Ongoing | Not at this time | We will continue to monitor this area closely. |

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| SLO's 14 - 22 (foundation calculation, dormer layout, kitchen layout, mechanicals, employment skills, tool proficiency,cabinetmaking construction, interpret drawings, masonry general)<br><br>SLO's 14 - 22 are generally found in sophomore classes. | SLO results 14 – 22 comprise of between 6 – 24 students depending on class size. The percentage of students not meeting minimum outcome standards were between 0% -8.3%. The SLO with 8.3% not meeting was from a small class, this amounted to one student. This particular student had previously been on academic probation. Students scoring "minimally meeting, partially exceeding, or exceeding outcome" appear to be of normal percentages. As several years of data are collected, evidence of anomalies will be easier to identify. | At this time, SLO's appear to be meeting expectations. In nearly all cases where there is a small percentage not meeting the outcome, a particular student or two can be identified as to the cause. This is often due to the student becoming a non-attender or illness. When analyzing the data closely and tracking the students who didn't meet expectations, it is evident in most cases why SLO's were not met. Therefore we feel that we are meeting expectations. | At this time there are no plans for changing for SLO's 14 - 22. | N/A | N/A | N/A |
| SLO's 1-4 (tool proficiency, safety, floor layout/construction, wall layout/construction)<br><br>SLO's 1-4 are generally found in freshman classes. | SLO results 1-4 indicate the percentage of students not meeting minimum outcome standards were a between 0% -5.9%, that amounts to two students out 34 assessed. One of those students quit coming to class late in the semester and the other was often absent. Students scoring "minimally meeting, partially exceeding, or exceeding outcome" appear to be of normal percentages. As several years of data are collected, evidence of anomalies will be easier to identify. | At this time, SLO's appear to be meeting expectations. In nearly all cases where there is a small percentage not meeting the outcome, a particular student or two can be identified as to the cause. This is often due to the student becoming a non-attender or illness. When analyzing the data closely and tracking the students who didn't meet expectations, it is evident in most cases why SLO's were not met. Therefore we feel that we are meeting expectations. | At this time there are no plans for changing for SLO's 1-4. | N/A | N/A | N/A |
| **Computer Aided Drafting and Design** | | | | | | |
| #3 (dimensioning & tolerancing) , #4 (3-D graphic software mastery, , #9 (knowledge of materials) & #14 (design using parametric solid modeling software) | 100% exceeding for projects etc.<br>75% exceeding/meeting, 13% approaching, 12% not meeting for the test. | Outcomes are good for work projects, but will need to review more for test. For those students who choose to do the required work it was successful, but for those students who choose to not attend class, turn in work/projects and not complete projects it was not successful. | Encourage student(s) to attend classes and get assignments done on time as it relates to industry standard. Assign tutors if needed. Will also write students up on Academic Jeopardy Notice when needed. | The process will be monitored/assessed throughout the semester. | Learning Center, Counseling Center | Having a greater percentage of students meeting SLOs at this entry level will assure students are prepared to meet the demands and requirements of industry as well as succeeding in more advanced SLOs and courses. |

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| #1 (line quality, lettering, geometric constructions, multiview drawings & sectioning) , #4 (mastery of 3-D software), #9(knowledge of materials), #14 (design using parametric solid modeling software) | 100% exceeding for projects 5% exceeding/meeting, 13% approaching, 12% not meeting for the test. | Outcomes are good for work projects, but will need to review more for test. For those students who choose to do the required work it was successful, but for those students who choose to not attend class, turn in work/projects and not complete projects it was not successful. | Encourage student(s) to attend classes and get assignments done on time as it relates to industry standard. Assign tutors if needed. Will also write students up on Academic Jeopardy Notice when needed. | The process will be monitored/assessed throughout the semester. | Learning Center, Counseling Center | Having a greater percentage of students meeting SLOs at this entry level will assure students are prepared to meet the demands and requirements of industry as well as succeeding in more advanced SLOs and courses. |
| #1 (line quality, lettering, geometric constructions, multiview drawings & sectioning) , #2 (dimensioning & tolerancing), #3 (descriptive geometry), #4 (mastery of 3-D software),#5 (detail complete working drawings), #6 (detail drawings relating to welded fabricated parts), #7 (geometric form tolerances), #9 (knowledge of materials) ,#14 (parametric solid modeling) | 75% exceeding, 12.5% approaching, 12.5% not meeting for projects 50% exceeding/meeting, 25% approaching, 25% not meeting for the test. | Outcomes are good for work projects, but will need to review more for test. For those students who choose to do the required work it was successful, but for those students who choose to not attend class, turn in work/projects and not complete projects it was not successful. | Encourage student(s) to attend classes and get assignments done on time as it relates to industry standard. Assign tutors if needed. Will also write students up on Academic Jeopardy Notice when needed. | The process will be monitored/assessed throughout the semester. | Learning Center, Counseling Center | Having a greater percentage of students meeting SLOs at this entry level will assure students are prepared to meet the demands and requirements of industry as well as succeeding in more advanced SLOs and courses. |
| **Electrical Construction and Instrumentation** | | | | | | |
| Write sequences of operation for control systems. | 23% Exceeding or Meeting the Performance Criteria (18% exceeded, 5% meeting, 5% approaching, 72% not meeting) | Faculty conclude that the timing of the assessment measures should be moved to earlier in the semester. Achievement targets were not met due to this timing. | Devote more instructional time to this SLO and do assessment measures earlier in the semester. | It will take an entire semester, beginning in Fall 2013. | No resources are being requested at this time. | The same assessment criteria will be employed. A 50% Exceeding figure is expected. |
| Calculate electrical circuit configurations, including series, parallel, and series-parallel. | 75% Exceeding or Meeting the Performance Criteria (25% exceeded, 50% meeting, 9% approaching, 16% not meeting) | The Electrical faculty conclude that the assessment measures and criteria are valid. | Devote more instructional time to review and practice for circuit calculations. | It will take an entire semester, beginning in Fall 2013. | No resources are being requested at this time. | The Meeting component of the SLO will be improved to 75%. |
| Design and draw wiring and schematic diagrams. | 73% Exceeding or Meeting the Performance Criteria (39% exceeded, 34% meeting, 6% approaching, 21% not meeting) | Faculty conclude that the assessment measures and criteria are valid. The majority of students who did not meet the achievement target did not complete corrections to the original drawings in order to improve their grades. | The Electrical faculty do not feel that changes are necessary at this time. Students are given sufficient opportunity to correct their drawings and improve their grade. | The Electrical faculty do not feel that changes are necessary at this time. | None at this time | The Electrical faculty do not feel that changes are necessary at this time. |

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| Demonstrate the ability to safely use common test equipment. | 62% Exceeding or Meeting the Performance Criteria<br><br>(57% exceeded, 5% meeting, 0% approaching, 38% not meeting) | The Electrical faculty conclude that troubleshooting needs to be emphasized more in lab and lecture classes. Quizzes could also be added as assessment tools. | Devote more instructional time to this SLO and do assessment measures earlier in the semester. | It will take an entire semester, beginning in Fall 2013. | No resources are being requested at this time. | The same assessment criteria will be employed. A 75% Exceeding figure is expected. |
| Observe National Electrical Code compliance including calculating wire sizes and sizing starters, fuses, and overloads . | 94% Exceeding or Meeting the Performance Criteria (65% exceeded, 29% meeting, 6% approaching, 0% not meeting) | The Electrical faculty conclude that the assessment measures and criteria are valid. | The Electrical faculty do not feel that changes are necessary at this time. | The Electrical faculty do not feel that changes are necessary at this time. | No resources are being requested at this time. | The Electrical faculty do not feel that changes are necessary at this time. |
| Understand and discuss electrical theory and its practical application to electrical circuits and equipment, including the topics of electron theory, Ohm's law, types of electrical circuits, and concepts in direct-current circuits and electromagnetism. | 91% Exceeding or Meeting the Performance Criteria<br><br>(38% exceeded, 58% meeting, 9% approaching, 0% not meeting) | The Electrical faculty conclude that the assessment measures and criteria are valid. | The Electrical faculty do not feel that changes are necessary at this time. | The Electrical faculty do not feel that changes are necessary at this time. | No resources are being requested at this time. | The Electrical faculty do not feel that changes are necessary at this time. |
| **Golf & Plant Sciences** | | | | | | |
| Understand and apply the basic principles and terminology used in the care, pruning, growth, propagation, growing media, soil amendments, and fertilization of plants. | Need to separate program areas to evaluate differences | Need more specific outcome statements | required reviews | Fall 2013 | Funding for student assistant | Review data next year |
| Demonstrate basic knowledge of botany. | HORT 120 is the only assessment for this SLO for Fall 2012, so aggregating data in not yet possible. It will be in spring of 2013. | We achieved our targets of 80% or greater meeting or exceeding. Criteria remains valid. | No immediate plans to change. | | | |
| Demonstrate proficiency in the proper identification, terminology, and use of trees, shrubs, and groundcovers used in various Northeast landscapes. | Results show weakness in first semester students compared to third semester students as well as added college experience or commitment. Difference in area interest/program not available. | In the second year, students are approaching the target. In the first semester, they are not. | Separate data for students in different programs (concentrations) in required reviews. | Fall 2013 | Funding for student assistant for reviews | Review data next year |
| **Heating, Ventilation, & Air Conditioning** | | | | | | |
| Demonstrate a hands-on knowledge of the refrigeration system, including skills in servicing, analyzing, problem solving, and pertinent safety practices. | Results were satisfactory. | Students have had to redo the projects used to assess this outcome in order to meet the level that we ask for in our rubric. | Encourage students to complete the project correctly the first time. | | Funds to purchase copper tubing and fittings. The price has more than tripled in the last five years. | |

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| SLOs 2 (knowledge of plumbing materials), 3 (measure, cut & pipe, knowledge of fittings), 7 (design & install plumbing systems), 10 (safety), 11 (fundamental refrigeration), 13 (basic electricity) | Assessment results were between 70% and 80% of students meeting or exceeding the standard | satisfied with these results | no action | | | |
| **Natural Resource Recreation and Sports** | | | | | | |
| NRRS Core 1:<br><br>Demonstrate knowledge of the philosophy, history, scope, and significance of leisure profession.<br><br>NRRS Core 2:<br><br>Identify the academic and career opportunities available in the leisure services profession, and have a working knowledge of how to access these opportunities. | In reviewing data from the past fall it became apparent that the strategy to measure all program learning outcomes was askew from the reporting mechanism. As a result faculty have responded with new measurements (quizzes throughout the semester, career aspirations paper, 100 hour internship) as a course of action to refine how they aggregate data. During the most recent fall semester SLO specific variables were not measured independently, but rather collectively which did not lend itself to the recently adopted uniform College assessment measures. | While measurement may not have been uniform, independently measured outcomes were completed this past fall utilizing assessment measures laid out in the most recent program review.<br>From this assessment, the majority of students were meeting or exceeding this standard. The SLO did not need refining, but the measurement tools needed to be narrowed. Students illustrated a thorough knowledge of the industry through various measurement techniques. | As has been stated previously a refined course of action includes the narrowing of measurement components. Individual class assessment and modification plans can be found in the assessment results for each class. | The narrowed focus of assessment measures previously discussed have been implemented but aggregating the data needs adjustment. For the most part this adjustment has been made and will be in effect this coming fall semester since these courses are only offered in the fall semester. Review of data should be completed prior to the beginning of the Spring 2014 semester. | Continued use of Vancko Hall (Moodle) for dissemination of information, assignments, and quizzes is necessary. | Continued use of Vancko Hall allows for the continued monitoring of student progress |
| **Welding Technology** | | | | | | |
| Read and correctly interpret both basic and advanced welding fabrication blueprints, including welding symbols, weld testing symbols, structural steel shapes and welding. | WELD 235<br><br>54% exceeding, 23% meeting, 8% approaching, 15% not meeting | A major part of the class is meeting or exceeding the course goals. | None at this time | N/A | None | |
| Qualify for certification by the American Welding Society, N.Y.S. Dept. of Transportation, and American Society of Mechanical Engineers codes through knowledge of all-position welding of ferrous and non- ferrous metals using all major processes. | WELD225: 40% exceeding, 30% meeting, 15% approaching, 15% not meeting | Majority of the class met or exceeded course expectation. The 15% that were approaching and not meeting worked at a slower pace than the rest. | No plan is needed. The students have met course expectations. | | | |

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| Work with all types of welding equipment according to prescribed safety standards. | WELD 115:76% exceeded, 19% meeting, 0% approaching, 5% not meeting<br>WELD125: 83% exceeding, 12% meeting, 0% approaching, 5% not meeting<br>WELD225: 85% exceeding, 15% meeting, 0% approaching, 0% not meeting | A majority of the class exceeded or met the desired program outcomes. Even though 5% did not meet, that accounted for one student that was dismissed. Students have met the achievement targets. Modification of course rubrics will be done to make it easier to track the assessments. | Develop more rubrics for SLO's.<br><br>Use the assessment software to help document the results. | I would like to have this done by the beginning of Fall 2013. | None | This will benefit the program by making it easier for me to assess and document course objectives. |
| Work with all types of welding equipment according to prescribed safety standards. | WELD 115: 62% exceeding, 31% meeting, 5% approaching, 5% not Meeting<br>WELD125: 40% exceeding, 23% meeting, 32% approaching, 5% not meeting<br>WELD225: 31% exceeding, 54% meeting, 0% approaching, 15% not meeting<br>WELD235: 54% exceeding, 23% meeting, 8% approaching, 15% not meeting | Resulting data showed Weld 125 needing to be modified. Students did well in the theory and written work, but lack some completed projects in lab. | Taking a look at the lab project list and modifying it to allow more time on the GMAW (gas metal arc welding) and GTAW (gas tungsten arc welding) processes. | Prior to Fall 2013 semester | None | This will give the students more lab time on the selected processes. |
| **Accounting** | | | | | | |
| Display a fundamental understanding of computers, and computer information systems and be familiar with common computer applications such as word processing, spreadsheets, database management, and computerized accounting software. | Assessment results show that students meet or exceed the benchmark of word, excel and powerpoint after they complete the course. | Data taken from pretests in those areas show that 70 - 80% of students did not have those skills or knowledge base prior to the course. | No action needed for the courses itself. Will try to develop some mechanism to incorporate the pretest and post test results in the assessment data. | Continue assessment for Spring 2013 | | Expect that the outcomes will remain fairly consistent with what we already have. |
| Prepare financial statements and maintain accounting records | 1.1 Income Statements met or exceeded benchmark of 70%<br>1.2 Classified Balance sheets - was close to target of 70%<br>1.3 Cash Flow Statements - was close to target of 70% | 1.1 No changes needed<br>1.2 Need more data will reassess<br>1.3 Need more data will reassess | Gather more date for classified balance sheets and cash flow statements before making changes. | Spring 2014 data | | Hope to improve to over the benchmark of 70% |

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| Students will: produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details; develop proficiency in oral discourse; evaluate an oral presentation according to established criteria. | Students met or exceeded the benchmark of 70% in written communication and oral communication but seemed to do better in informative speeches. | Students met or exceeded the benchmark of 70% | Students met the benchmark of 70% but may spend more time on persuasive speeches to try and improve results | More assessment data from Spring 2013 | | |
| **Business & Technology Management** | | | | | | |
| Identify how globalization and rapid changes in technology are effect the business environment. | Assessment results were different for the four individual course outcomes. Results did not meet the benchmark of 70% using a scale of above 79.5% | Future assessment will be done using the departmental scale | Provide more complex Application Focused Activities (AFAs) in order for students to deepen their comprehension | Start with Spring 2013 | | Expect some change with the departmental scale and with the more complex activities planned |
| **Business Admin - AAS** | | | | | | |
| Demonstrate fundamental problem solving skills related to finance and business | Assessment results were not satisfactory, students did not meet the 70% benchmark | Many students lack fundamental math skills | Additional business scenarios will be integrated into lessons and homework to increase the practical application of business math concepts. Additional support outside the classroom will be offered. More time will be devoted to core concepts and less on more advanced concepts that are covered in other courses. | Start with Spring 2013 and them reassess the new method | | |
| Demonstrate familiarity with the organization and operation of American banking and financial institutions, sources of funds, the practical aspects of money, and short- and long-term credit for businesses. | Assessment results show that students not are meeting the benchmark of 70%. | Results for Spring will use the departmental scale | Provide more complex Application Focused Activities in order for students to deepen their comprehension | Start with Spring 2013 | | We expect using the departmental scale will improve results along with the providing of more complex Application Focused Activities in order for students to deepen their comprehension |
| Generalize and discriminate among current American business practices, including production marketing, finance, and human resource management | Students did not meet the 70% benchmark but a more rigorous scale was used in this assessment. | Will assess the same course for Spring 2013 using the departmental assessment standards | Reduce total number of concepts covered to enhance comprehension of key concepts. Provide more complex Application Focused Activities (AFAs). | Continue through Spring 2013 | | |

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| Discuss corporate power, labor unions, poverty and wealth, government taxation, and public policy | Assessment results show students not meeting the 70% target | Students will be assessed using the departmental scale | Reduce the total number of concepts to be covered so that students can comprehend the key concepts | Start with Spring 2013 | | Expect that with the standardized scale and action plan that results will improve |
| **Business and Professional Golf Management** | | | | | | |
| Exhibit knowledge of merchandise purchasing, receiving, and display; the basic elements of salesmanship; customer service; and product knowledge. | Students met or exceeded the assessment standard | Assessment data show that students understand this learning outcome | No changes are planned at this time | | | Assessment data show that students understand this learning outcome |
| Develop a professionally enhanced résumé to include a cover letter, professional portfolio, and develop the interview skills to enable you to successfully find gainful employment in your chosen career path. | Assessment results show that students met or exceeded the standard | Assessment data show that students understand this learning outcome | No changes are planned at this time | | | Assessment data show that students understand this learning outcome. |
| Exhibit knowledge of organizing golf tournaments, member activities, and other activities as it relates to the entire golf operation, annually. | Assessment results show that students met this learning outcome | Assessment data show that students understand this learning outcome | No changes are planned at this time | | | Assessment data show that students understand this learning outcome. |
| Develop a working knowledge of business operations to include: an understanding of the accounting process; business terminology; understanding and using a financial statement; writing a functional business plan; developing financial forecasts and budgets; and developing a sound merchandising system, to include an open-to-buy plan, a merchandise assortment plan, pricing strategies, and tracking and monitoring inventory. | Assessment results how that students have met this standard | Assessment data show that students understand this learning outcome | No changes are planned at this time | | | Assessment data show that students understand this learning outcome |
| Develop an understanding of the basics of club design, repair, and club fitting. | Assessment shows that students have met this standard | Assessment data show that students understand this learning outcome | No changes are planned at this time | | | Assessment data show that students understand this learning outcome |

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| Discuss the scope of the golf course management industry. | Assessment results shows that students met the standard | Assessment data show that students understand this learning outcome | No changes are planned at this time | | | Assessment data show that students understand this learning outcome |
| Have a working understanding of how the golf car fleet is managed. | Assessment results show that students have met this standard | Assessment data show that students understand this learning outcome | No changes are planned at this time | | | Assessment data show that students understand this learning outcome |
| Demonstrate proficiency as a teacher, coach: how to teach the student, whether private, group or clinic, and have a working knowledge of the golf swing and how to correct it. | Students met the standard | Students met the standard | None needed | Continue Spring 2013 | | Continue to meet the standard |
| Exhibit knowledge of computer applications as it relates to merchandise inventory, budgets, lessons, tournament set-ups, tee times, and written communications. | Students met or exceeded the standard | Students met or exceeded the standard | None needed | Continue with Spring 2013 | | Continue as the same |
| Understand the complexities of customer satisfaction and develop creative strategies for effectively managing and resolving customer-service conflicts which may arise. | Assessment results show that students met or exceeded the standard | Assessment data show that students understand this learning outcome. | No changes are planned at this time | | | Assessment data show that students understand this learning outcome |
| **Computer Information Systems** | | | | | | |
| Demonstrate problem solving skills using a programming language through writing, testing, and debugging programs. | Assessment results showed that students met the 70% benchmark for this standard, however it is essential that in order for students to fully understand they must have time in a computer room | The students who did not meet this standard did not turn in their work | Schedule the course in a computer room | Start with Spring 2013 | | Students will continue to meet this standard and improve on their knowledge by actually gaining hands on experience on the computer |
| Examine data communications concepts, terminology, hardware, and software. | Assessment results show that students met or exceeded the 70% benchmark for this standard | New assignments and grading procedures were used based on previous assessments of the specific outcomes which has helped to improve the results | Continue with the new assignments and grading procedures | Continue with Spring 2013 | | Expect that outcomes will remain consistent with current results |
| Distinguish and apply the terminology and concepts associated with computer systems hardware and software. | Assessment results show that 60% of students have met or exceeded the standard | Additional stress should be put on the definition of computer terms in relation to how a computer is used, how the computer & program uses their components. | Place additional stress on the definition of computer terms in relation to how a computer is used, how the computer & program uses their components. | Start Spring 2013 | | Hope to improve the terminology knowledge of students |

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| **Hospitality Management Associates** | | | | | | |
| Demonstrate a thorough understanding of the menu as a major management tool for food service operations, including its role as a merchandising mechanism and vehicle for the presentation of food and beverage products. | The desired outcomes were achieved in this course, and consequently, for this program outcome. The faculty learned that assessment is critical to ensuring programmatic quality. | Share learning outcome summary to demonstrate student performance and how they can improve on future performance by providing specific areas in the project that tend to be a weakness in student projects.<br>Develop a rubric whereby students can assess case study presentations as a group, then incorporate repetition with the rubric. | As noted above, the instructors will seek to share more detailed and regular feedback with students on their performance. Additional rubrics will be developed and employed for assignments to be objectively evaluated. | Modifications will begin during the spring semester 2013. | None | Additional feedback will help students with reaching the goals set forth by the instructors of each of the assignments they require. Rubrics will ensure objective and consistent evaluation of student learning outcomes. |
| **Culinary Arts AAS** | | | | | | |
| Display familiarity with food and beverage cost control systems, including accounting systems applied to sales, food, beverage, and labor cost controls. | The desired outcomes were achieved in this course, and consequently, for this program outcome. The faculty learned that assessment is critical to ensuring programmatic quality. | Review, group/individual homework opportunities. Review rubrics for functionality, assessing pertinent information. | As noted, the instructors will seek to add supporting assignments and give the students opportunities to work together to further enhance instruction and desired outcomes. | Modifications will begin during the spring semester 2013. | None | Additional feedback will help students with reaching the goals. Rubrics will ensure objective and consistent evaluation of SLOs. Further developing assignments will provide more repetition for students. |
| 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. | The desired outcomes were achieved in this course, and consequently, for this program outcome. The faculty learned that assessment is critical to ensuring programmatic quality. | Rubrics need to be more systematically developed so that they accurately reflect the content/material being assessed, student performance and skill. Modify criteria so that it more appropriately addresses specific criteria within the assignment | As noted above, the instructors will seek to share more detailed and regular feedback with students on their performance. Additional rubrics will be developed and employed for assignments to be objectively evaluated | Modifications will begin during the spring semester 2013. | Assistance with effective rubric development | Additional feedback will help students with reaching the goals set forth by the instructors of each of the assignments they require. Rubrics will ensure objective and consistent evaluation of student learning outcomes. |
| Demonstrate knowledge of the basic principles of nutrition, including familiarity with carbohydrates, fats, proteins, vitamins, minerals, and water. | The desired outcomes were achieved in this course, and consequently, for this program outcome. | The faculty learned that assessment is critical to ensuring programmatic quality. They have also concluded that additional supporting assignments (homework) would help to yield results that are more consistent with the desired outcomes. | Instructors will seek to share more detailed and regular feedback with students on their performance.- including 5 minute reviews at the end of each class, daily homework linked directly to course material instead of culinary application of concepts. Additional supporting assignments will be developed to further enhance instruction and desired outcomes. | Modifications will begin during the fall semester 2013. | No resources requested | Additional feedback will help students with reaching the goals set forth by the instructors of each of the assignments they require. Rubrics will ensure objective and consistent evaluation of student learning outcomes. Further developing assignments will provide more repetition for students, and will yield data that can be analyzed to showcase achievement of desired outcomes. |

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| **Hospitality Management BBA** | | | | | | |
| Analyze marketing strategies in order to gain sustainable competitive advantages within the hospitality industry. | The desired outcomes were achieved in this course, and consequently, for this program outcome. | The data represented in course SLO 1(define marketing) pertains to examinations. Based upon the results, it appears that either exams should be made more difficult grading needs to be more rigorous. Data pertaining to participation and in-class graded discussion assignments and exercises was skewed right. Student participation in this section was very strong – and usually of very high quality. The data specifically for course SLOs 3 (analyze marketing & advertising campaign), 4 (implement marketing plan), and 5 (evaluating marking plan) were related to the final course project. Based upon these results, the project needs to be explained better from the onset and presented earlier in the semester. Expectations for written submission and presentation need to be expanded. | As noted above, the instructor will seek to further develop rubrics and make appropriate course changes that will enhance instruction, feedback, and desired outcomes.<br>New locations need to be secured. | Modifications will begin during the spring semester 2013. | None | Additional feedback will help students with reaching the goals set forth by the instructors of each of the assignments they require. Rubrics will ensure objective and consistent evaluation of student learning outcomes. |
| **Hotel & Resort Management** | | | | | | |
| Demonstrate knowledge of convention management and service, including ways to service groups effectively. | While the nine-phase Hildreth model is currently employed to complete the semester project, in the future, to reinforce the importance of the model an oral presentation (with PowerPoint) will be used to provide a summary of the details of the meeting plan. A detailed rubric will be developed to assess and measure the in-class presentation. | The desired outcomes were achieved in this course, and consequently, for this program outcome. The faculty learned that assessment is critical to ensuring programmatic quality, and that additional work on the rubrics used in the course will aid in more effectively assessing student learning. The faculty member also identified that the course project would be more effectively assessed if an oral presentation were to be added. | As noted above, the instructor will seek to further develop rubrics that will enhance instruction, feedback, and desired outcomes. Faculty member will also develop and implement guidelines for an oral presentation component for the final course project. | Modifications will begin during the spring semester 2013 | None | Additional feedback will help students with reaching the goals set forth by the instructors of each of the assignments they require. Rubrics will ensure objective and consistent evaluation of student learning outcomes. The oral presentation piece will help to enhance the final project and will ensure additional data to document achievement of learning outcomes |

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| **Liberal Arts** | | | | | | |
| Mathematics | All 5 mathematics GE SLOs were assessed in PreCalculus and Statistics courses. Results were satisfactory. | | No action required. Assessment of additional mathematics courses will occur in Spring 2013. | | | |
| Science | 67% of students meet or exceed expectations in the "understand the scientific method" learning outcome, with target of 75%. For "demonstrating application of scientific data and concepts," students met the benchmark. | Monitoring future student assessment in the "understanding the scientific method" outcome was recommended to determine if changes are warranted. For the "demonstrating application of scientific data and concepts" SLO, faculty felt that it may be valuable if instructors emphasize this SLO with an extra assignment. | Additional assignments | Spring 2013 | None | |
| US History | SLO concerning "basic narrative of American History" had disappointing results, while results for other US history areas were generally as expected. | | Faculty are meeting during the Spring 2013 semester to develop an action plan. | Spring 2013 | | |
| Oral Communication | Oral communication results were much higher than expected. | Faculty were not using the entire rubric when assessing. | The department will train faculty before the next round of assessment. | | | More realistic results. |
| **Criminal Justice** | | | | | | |
| Demonstrate a solid foundation of liberal arts knowledge. | We determined they are accurate and reflect the goals of our CJ program. We then reviewed the courses aligned to the SLO's and realigned 5 courses to the Fall 2013, Spring 2014, and Fall 2014. | | | | | |
| **Teacher Education Transfer** | | | | | | |
| Students will demonstrate the ability to reflect on their observation experiences, applying them to what is learned in the class, and adjust their own dispositions accordingly. | 83% of students met or exceeded the standard. | This is satisfactory, but there is room for improvement. | Need to stress self reflection – give an example of what is expected by posting an example of good student work. | Fall 2013 | None | More students exceeding the standard |
| Students will begin to develop an educational philosophy. | 50% of students met or exceeded the standard | Students are still beginning to develop a philosophy and don't know where to begin. | Walk through the questions students should consider to help formulate a statement. | Fall 2013 | None | While not fully developed, a framework for an educational philosophy. |

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| Students will demonstrate a basic understanding of the history, sociology and philosophy of education. | Students struggle with the history of education (20% - 25% meeting or exceeding the standard) and the philosophy of education (60% meeting or exceeding the standard). | Create assignments that stress application of philosophies and how history influences education. | For philosophy - Stress applications of philosophies to school – for each philosophy, have students brainstorm applications of each philosophy that they have witnessed in school and in their observations For history -Change class assignments – rather than having students list the trends, reverse the assignment so that students are given the trends in education and have to research the governmental and cultural influences. Give students a feature of American schools today and have them research the events in history that led to that feature. | Fall 2013 | None | Deeper understanding of the part history and philosophy play in education |
| **Veterinary Science Technology** | | | | | | |
| Assist with diagnostic imaging, including: radiography and ultrasound; expose, develop, and evaluate radiographs to provide diagnostic images for veterinary interpretation and diagnosis; and properly clean and maintain diagnostic imaging equipment. | 94% of students met or exceeded the standard | No action | | | | |
| Demonstrate knowledge of the common medicines used in veterinary medicine: types and groups of drugs; labeling and packaging of dispensed drugs; using weights and measures correctly; calculating dosages; safely storing, handling, and disposing of controlled substances, biologics, therapeutic agents, and hazardous wastes. | 74.2% of students met or exceeded the standard | | no action | | | |

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| Communicate with the public, clients, and colleagues through both verbal and written communication skills, including effective listening. | 18.3% of students did not meet the standards on a written test question | need to address verbal aspect of SLO in subsequent course | Students in VETS 198 course will be required to complete an assignment that requires them to engage in a face-to-face discussion with their advisor. | | | |
| Induce, stabilize, monitor, and maintain anesthesia under supervision of the veterinarian; recognize and report anesthetic emergencies; apply resuscitation techniques and CPR. | 88.6% of students met or exceeded standard:<br>11.4% of students had no recorded score | | all students in this course (VETS 239) will be required to complete this task | | | |
| Assist with animal surgery: knowledge of routine procedures and operating room equipment; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; function effectively as a surgical assistant to the veterinary surgeon during surgical procedures. | For the surgical prep skill, 79.6% of students met or exceeded the standard; 20.4% of students had no score recorded. | VETS 239 (Surgical Nursing) is a lab course and is designed to accommodate 9 students and has been over enrolled with 12 students. Need to reduce enrollment in the course to 9 students so that all students can complete this AVMA required task. | Reduce enrollment in VETS 239 to 9 students | | | |
| Perform common laboratory procedures, including: hematological examinations, blood chemistries, urinalysis, parasitic examinations, cytological procedures, microbiological procedures, and necropsy. | For skill #4 and skill #12, 100% of students met or exceeded standard. | | No action | | | |
| Understand basic knowledge of animal health, common diseases, and disease processes for all common domestic animals. | 38.8% of student did not meet the standard | Need to assess more often and review in other courses. | Assess at midterm and final.<br><br>Review in Vet Med Nursing and Vet Clinical Mgt. | | | |
| Provide competent assistance with office procedures: telephone contacts, making appointments, admitting and discharging patients, maintaining medical and financial records, and establishing and maintaining a clean and | 92.6% of students met or exceeded standards | no action at this time | | | | |

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| orderly veterinary facility. | | | | | | |
| Perform animal nursing and critical care for all common domestic animals, including: restraint, administering medications, diagnostic sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying established emergency protocols. | In large animal nursing care, 18% of students approached/did not meet the standard. | In VETS 235, include nursing care for sheep, goats, and pigs. | | | | |