

Assessment, Improvement, Measurement (AIM) Report: 12/19/2013

Plan Year: 2012-2013

Unit: Air Conditioning Technology

Coordinator(s): Edwin Taylor, Karman Wheeler, William Franklin

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Graduates will be able to service and install systems with R410A refrigeration.	Exam - National 410A Certification Exam	The class average will maintain or exceed the average score from 2011-2012 of 89.7%	The class average was 85.1 (n=18). Sixteen of the students scored 88% or above, two scored poorly because they were not prepared (low level of participation/attendance in class).	Partially Met	As a result of the additional lab time and repetitive pre-tests, students overall have successfully demonstrated their ability to service and install systems with R410A refrigeration for the last three assessment cycles. In 2013-14 we will assess another program outcome - The students will be able to service and troubleshoot mechanical refrigeration components (Program Technical Outcome #4).
SLO 2 - Graduates will be able to service HVAC equipment (with emphasis on heat pump schematics and troubleshooting).	Diagnose and repair selected faults on heat pump simulator	Online assessment (ESCO) with improved scores in schematics and troubleshooting. 90% of students will obtain a 75 or higher on a simulator.	Class Average: Schematics 49% Troubleshooting 68% 89% of students obtained 88 or higher on these parameters (two students below 55%) Schematics and Troubleshooting are two of seven components assessed in ESCO for heat pump theory. Overall average for Heat Pump Theory is 79%.	Partially Met	Since attendance/participation is necessary to be successful in developing the necessary skills in reading schematics and troubleshooting. Lack of motivation (participation/attendance) of two students skewed the class average in these areas. Faculty will focus on identifying students having problems with schematics and troubleshooting and advise them on available strategies (including participation) that can lead to their success.
SLO 3 - Student will be	Heat load calculation and duct design assessment project with 90% of students				In reviewing the results within the four areas, Room to Room Load Heat posed the most problems for the students. In

able to calculate heat load reduction and duct design (constant std. pressure method) that includes green energy.	received 70/100 points on evaluation rubric. 25 points - Equipment List 25 points - Room to Room Load Heat 25 points - Block load 25 points - Duck Design	Heat load calculation Project - All of the students will score 75 points or higher.	Fifteen out of sixteen students (95.8%) scored above 75 points on the Heat Load Calculation Project.	Met	2013-2014 more focus will be placed on Room to Room Load Heat that will include additional work and focus on classroom exercises and case scenarios (with bluepring examples).
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Plan Year: 2012-2013

Unit: Architectural Technology

Coordinator(s): Thomas Rogers, Karman Wheeler, William Franklin

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
Analyze architecture utilizing aesthetic principles and conceptual building organizations. In helping students to better under concepts in the required textbook for ACH 110 - Survey of the Architectural Profession, they will interact in a group setting for a period of time in class to discuss topics from the assigned reading and report findings to the class. Specifically, the instructor will provide a question or questions for each student within a group to consider the week before and then ask them to discuss their answer with their group briefly the next week prior to formally answering in class.	Survey results and Faculty evaluation of formal response in class.	1. Survey Results - 75% of students will agree that these activities greatly or somewhat helped them better understand how to analyze architectural designs utilizing aesthetic principles and conceptual building organizations. 2. Faculty Evaluation - 80% will be able to respond successfully to questions.	1. Survey - Of the 13 students surveyed, 100% indicated these activities greatly helped (8) or somewhat helped (5) them better understand how to analyze architectural designs utilizing aesthetic principles and conceptual building organizations. 2. Faculty evaluation - All students (with minimal prompting when indicated) were able to respond successfully to the questions provided.	Met	Expansion of group activities - I plan on repeating the activities in subsequent semesters and possibly expanding the activity to additional class sessions. The positive interaction noted during small group discussions suggests that other interactive activities both related and unrelated to the textbook should be explored.
Apply architectural					

<p>historical concepts and theories to building designs. In two sections of ACH 120 - Theory and History of Architecture I - the instructor will facilitate the creation of group study sessions for course exams outside of normal class time. The opportunity could be made available for students in the same way that a recitation class is structured for courses at some universities. Participation would be on a volunteer basis so as not to erode the material needed to be covered during class times, but the instructor would agree to meet with those students willing to participate, and interact in a group study and discussion session using sample exam questions as the format. It is noted that the main factor in contributing to attrition in the course has been poor performance on exams.</p>	<p>Survey results</p>	<p>75% of students will agree that these activities greatly or somewhat helped them better understand and retain information about architectural historical concepts and theories</p>	<p>Of the 22 students surveyed, 95% indicated these activities greatly helped (16) or somewhat helped (5) them better understand and retain information about architectural historical concepts and theories. 1% (1) indicated that these activities somewhat did not help.</p>	<p>Met</p>	<p>This activity will likely continue with some modifications such as assigned 'study buddies'.</p>
<p>SLO -2</p>					
<p>Produce construction documents for residential and commercial structures utilizing hand drafting and current computer-aided drafting technology. and Apply the results of research of a variety of</p>					

<p>information sources to building designs. At the beginning of the semester in two sections of ACH 100 - Construction Documents I - the students will pair off and interview each other for personal information (where they are from, education, employment, hobbies, family, why they chose arch, etc...) then the person who interviews, will present the person interviewed to the rest of the class. This allows the students to begin to know a little about each other and develop a connection with the class. Later in the semester the students will again work in groups (may pair off or work in larger size groups) to research various building and design elements needed for the construction documents and then bring the research findings back to share with the entire class. The purpose of these group activities will be to help the student develop a support network of peers within the class, giving each student a sense of belonging to a larger group with shared goals, and ultimately increasing students success and retention in the class</p>	<p>Survey results and Faculty Evaluation</p>	<p>1. Survey - 75% of students will agree that the research activities greatly or somewhat helped them better understand why research is important in the architectural design process and in the production of construction documents. 2. Faculty Evaluation - All students will score 80% or higher in meeting the criteria established for and hand and CAD drawings.</p>	<p>1. Survey - Out of 8 students that completed the survey 100% indicated that the research activities either greatly helped (6) or somewhat helped (2) them better understand why research is important in the architectural design process and in the production of construction documents. 2. Faculty Evaluation - 100% were successful on meeting the criteria to produce construction documents for residential and commercial structures using hand drafting and current CAD technology.</p>	<p>Met</p>	<p>The results seem to indicate that we should continue to use and develop activities such as these that promote peer learning and help to develop student support networks. We should perhaps look at ways to expand these activities and develop something similar for other ACH courses, especially first semester or first year (freshman) classes.</p>
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and program.

Plan Year: 2012-2013

Unit: Automotive Technology

Coordinator(s): Steven Johnson, Karman Wheeler, William Franklin

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to perform measurements on engine components.	Lab Performance Test	90% of the students will score 75% or higher on the Lab Performance Test of measurements on engine components.	80% of the students scored 75% or higher on the Lab Performance Test of measurements on engine components.	Partially Met	More lab time will be devoted to measuring engine componets in the future. Students will be require to complete additional lab work sheets pertaining to engine measurements.
SLO 2 - Students will be able to perform valve adjustment procedures on all internal types of combustion engines.	Lab performance test.	90% of the students will score 75% or higher on the lab performance test for valve adjustments.	100% of the students scored 75% or higher on the lab performance test for valve adjustments.	Met	Maintain current procedures and time allotment pertaining to valve adjustments. Check results with next cycle of engine repair class. In addition to current procedures, students will be aloted additional time to practice valve adjustments. Target level will increase from 75% to 80% in 2013-2014.
SLO 3 - Students will be able to demonstrate correct procedures for vehicle alignment.	Performance Exam on performing vehicle alignment.	90% of the students will accurately align vehicles based on the Performance Exam.	82% of the students were able to accurately align vehicles based on the Performance Exam.	Partially Met	More time will be devoted to lab exercises pertaining to vehicle alignment with the next cycle of the Steering and Suspension class. Students will be required to complete additional work sheets in the classroom (homework) pertaining

					to vehicle alignment.
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Plan Year: 2012-2013

Unit: Biotechnology

Coordinator(s): Deborah Sullivan-Davis, Karman Wheeler, Keith Allen

Reviewer: Tammy Liles

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - PLO # 10 - Students will be able to design experiments, perform assays and suggest improvements with additional focus on incorporating raw data into lab notebooks.	Evaluate lab notebooks with rubric of checklist for inclusion and completeness.	All notebooks will score at least 80%	Considerable progress was made with regard to documentation and upkeep of student laboratory notebooks. We implemented a new instructional model that emphasizes <input type="checkbox"/> good documentation practices (gdps) <input type="checkbox"/> as explained in the textbook, <input type="checkbox"/> Laboratory Manual for Biotechnology and Laboratory Sciences: The Basics. <input type="checkbox"/> Students used a self-carbon type of laboratory notebook, in which the original remained intact in the notebook. The duplicate was turned in and graded. Each lab report was assessed in three parts: 1. A Pre- lab write up was completed before an experiment and checked by the instructor at the beginning of the lab period; 2. A lab notes/lab activity section in which students documented data and observations they made during the lab experiments, and; 3. An analysis/post-lab write-up in which students drew conclusions about the experiment. Did it work? Why or why not? Students discussed how they would change <input type="checkbox"/> or not change <input type="checkbox"/> the experimental components	Met	A notebook grading rubric along with examples of student reports will be handed out during the first or second class meeting. Then students will be divided into groups and asked to criticize the sample reports i.e.: which report(s) met the requirements for earning the most points for organization, results, and other criteria.) See attached rubric.

			next time. This was due at the beginning of the next lab period. The effort invested in developing good habits of documentation reinforced the importance of maintaining a permanent, historical, and primary record of laboratory observations. Not all students achieved 80%, but the average score was 92.2%, a marked improvement from prior semesters.		
SLO 2 - PLO # 12 - Students will be able to perform documentation and data analysis, create documents, and communicate results.	1. Lab Notebooks 2. Homework assignments (creating and interpreting graphs in BTN 202) 3. Evaluation of data and unknown on components on the exam 4. Project in BTN 202 - Project that evaluate creating and interpreting documents in a final formalized report.	80% on these components on the Project in BTN 202 - creating and interpreting documents in a final formalized report (80% on these components of the project).	Students made appreciable progress in data analysis. In BTN 202, 16 laboratory reports were assigned during the course of the semester. Student interpretation of results improved from the beginning of the semester to the end, averaging at least 80% on homework assignments. Exam results averaged of 75%, which may be due to <input type="checkbox"/> test anxiety. <input type="checkbox"/> No project was assigned for BTN 202. This measurement will rollover.	Partially Met	This measurement will rollover. A grading rubric for laboratory notebooks as described (SLO #1) will provide more direction on how to complete data analyses. Students will be asked to criticize sample documents and determine which ones met the requirements for earning the most points.
SLO 3 - PLO #14 - Students will be able to demonstrate proficiency in preparing, maintaining, and storing biological and/or chemical materials.	1. Solution preparation - By measuring conductivity in multiple solution preparations (reproducibility and conductivity evaluations, storage, and label completeness) 2. Storage - Rubric for storage and preparation	85% of students demonstrating proper storage and labeling at first attempt.	Students did not demonstrate proper storage and labeling at the first attempt. Therefore, student improvement was measured by calculating the percentage increase of total cumulative points earned from exam 1 and final exam (29.3% increase). See attached explanation.	Partially Met	Specific instructions will be written and then distributed to students during the first or second classes meeting.

Plan Year: 2012-2013

Unit: Business, Marketing, and Management

Coordinator(s): David Magee, Karman Wheeler, Jenny Jones, Virginia Fairchild

Reviewer: Jenny Jones

	Measure(s)				
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Objective or Outcome	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
<p>SLO 1 - Demonstrate an understanding of the current financial instruments and financial institutions used in Real Estate transactions.</p>	<p>A twenty question objective quiz will be administered in all sections of REA 100 during the Spring 2013 semester.</p>	<p>The achievement target is: 80% of students will score 70% or higher on the 20 question objective quiz.</p>	<p>There was very low participation in the assessment producing results that are most likely not indicative of overall student performance. Only 50% of those taking the quiz scored 70% or above.</p>	<p>Not Assessed in this Cycle</p>	<p>The primary concern is to get enough participation so that the results will be useful. Steps will be taken to ensure greater participation in order yield usable results. It does appear that students may need more clarity on the role of Fannie Mae which can be addressed in the classroom.</p>
<p>SLO 2 - Demonstrate an understanding of successful promotion techniques to attract customers.</p>	<p>Using a rubric for evaluation, MKT 290 students will complete an assignment related to promotion techniques.</p>	<p>80% of students will score 70% or higher on the assignment.</p>	<p>A project involving an advertising campaign was assigned with the final project being completed in April 2013. Of the 12 students enrolled in the class, 10 (about 85%) scored at least 70% or better.</p>	<p>Met</p>	<p>Because of the good results on the assessment, it is planned to continue this assessment to track any potential changes in the future. It was determined from the use of this measure that students needed more exposure to practical applications which will be achieved through the use of more field trips and outside speakers. The program will consider whether this measure provides the most effective indicator of overall student outcomes for the Retail Marketing option or if other areas should be measured.</p>
			<p>On the post-test written at BCTC only about 37% of students scored in the target</p>		<p>Scores on the NOCTI exam indicate that the BCTC designed exam may be too challenging. Since graduating students</p>

<p>SLO 3 - Demonstrate an understanding of the functions of management - planning, organizing, leading, and controlling.</p>	<p>MGT 284 students will complete the post-test for Core Competencies in Business Management and Marketing.</p>	<p>80% of the students will respond to questions related to the functions of management with 70% accuracy. Original target: MGT284 students should score at least 10 points (20%) higher on average than MGT160 students taking the pre-test.</p>	<p>range. However, MGT284 students did score 11 points (22%) than MGT160 students taking the pre-test. In addition on the NOCTI exam, which was administered for the first time this year, 77% scored in the NOCTI target range and the other 23% was very close to the target. In addition, the BCTC average was higher than both the state and national levels. The pre-test/post-test continues to indicate that business law is an area that needs attention and specific concepts will be emphasized in that course.</p>	<p>Partially Met</p>	<p>are now required to take the NOCTI, it may be desirable to use that exam to assess student outcomes as well. The one area where BCTC students did not score quite as well as the state or national average was problem-solving and decision making. This was also where BCTC students scored the lowest on the test. Since this is an important part of management, steps will be taken to ensure that students have more opportunity to develop these skills.</p>
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Plan Year: 2012-2013

Unit: CADD

Coordinator(s): Jeffery Durham

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
<p>CAD/SLO 1 - (Program Learning Outcome 7) Students will be able to perform geometric construction.</p>	<p>Five point rubric on module or group of assignments. The students will be provided written instructions and will be evaluated on the ability to follow the instructions and will perform geometric constructions on a group of assignments (modules).</p>	<p>Students will be able to score at least a 3 on their module or group of assignments.</p>	<p>31 out of 36 scored at least a 3 on the five point rubric (86.1%)</p>	<p>Met</p>	<p>This semester we attempted to provide a flexible delivery through the online delivery of CAD 100 and CAD 102. The unsuccessful students were the result of the totally online presentation. We will seek to improve the online delivery method and create a more user friendly presentation.</p>
					<p>This semester we</p>

<p>CAD/SLO 2 - (Program Learning Outcome 23) Students will demonstrate knowledge of geometry.</p>	<p>Related questions on their final evaluation. Students will be able to define and comprehend geometry based on this component within their final evaluation (exam).</p>	<p>Students will successfully complete 60% (3 out of 5) of the questions related to this component on their final evaluation.</p>	<p>31 out of 36 (86.1%) students were able to define and comprehend geometry based on this component within the final exam</p>	<p>Met</p>	<p>attempted to provide a flexible delivery through the online delivery of CAD 100 and CAD 102. The unsuccessful students were the result of the totally online presentation. We will seek to improve the online delivery method and create a more user friendly presentation. Additionally, the assessment tool and its use in 2013-2014 will need to be modified once CAD 100 is approved for digital literacy. It will be necessary to select only the cohort taking CAD 100 that are actually in the program and not using it for the digital literacy requirement.</p>
<p>CAD/SLO 3 (Program Learning Outcome 28) - Students will be able to create working drawings.</p>	<p>Drawing completion and evaluation of each drawing within the set of drawings. Students will be able to complete a set of plans that will be able to be used in the field (for construction projects).</p>	<p>75% accuracy of completing the drawings with the evaluation to include evaluation of each drawing within the set of drawings.</p>	<p>26 out of 30 (86.7%) were able to complete a set of working drawings capable of being used in the field. (Four students did not complete; therefore 100% of those completing the course CAD 200 were able to complete a set of workable documents).</p>	<p>Met</p>	<p>Many students are misadvised before entering the program. The misconception is that if you like to work on computer games and design, you will be successful in this field. Students are unaware of the content, skills and math requirements required for success in this program. Strategies will be implemented to improve awareness of the requirements by the advisors at the area technology centers and the College advisors (through Advisory</p>

					Notes). Additionally, a better orientation on the first day of class as to the expectations will be implemented. with the enhanced orientation, this outcome will be assessed again in 2013-2014 to see the effect of this has.
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Plan Year: 2012-2013

Unit: Collision Repair

Coordinator(s): James Tibbatts, Karman Wheeler, William Franklin

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will demonstrate quality workmanship in performing structural, mechanical and electrical repairs while incorporating strategies used last year (e.g. additional assistance for language comprehension, increased assignments on donated vehicles, and pairing 1st and 2nd year students).	Instructors evaluation on workmanship in replacing/repairing structural and non-structural panels.	95% of the students will receive a grade of 75% or higher.	100% of students recieved a grade of 75% or better. Fall 1012 was a remarkable semester with some excellent students giving 100% effort	Met	Continue providing the best education/instruction possible. Students have demonstrated success above the target level for this outcome in two assessment cycles (2010-2011 and 2012-2013). A new program outcome will be identified for assessment for the next assessment cycle.
	Web-linked individual evaluation instrument for assessments for mechanical and electrical repairs	95% of the students will receive a grade of 75% or higher based on the web based testing and evaluation.	100% of students achieved the minimum grade of 75%. 60% of the students achieved over a grade of 90% (A). 40% achieved a grade of B. Most students reported the classroom/web-linked online hybrid content was a challenge but very informational.	Met	Keep using this classroom/online hybrid method for instruction of CRT 250 Electrical and Mechanical Components.
SLO 2 - Students will utilize critical thinking skills, involving the use	Instructors evaluation of	95% of the students will receive a grade of 75% or higher based on the instructor's evaluation	100% of students acheived a grade above 75%. 50% achieved a grade above		I intend to "raise the bar" for the students who will return for their second

of various resources in problem solving as they relate to structural dimension and refinish formulation.	students' ability to utilize resources in structural dimension and refinish formulation problem solving.	on the student's ability to utilize resources to identify procedures and correct measurements and mixing rates.	90%. A remarkable group of students for this school year. Was a pleasure to work with them and see them reach such a high level of achievement..	Met	year of the program. This will be achieved by setting the quality/expectations of the hands on lab component a little higher.
SLO 3 - Students will be aware of and comply with current and advanced levels of OSHA and EPA safety standards (local, federal and state level standards)	Advanced Levels by SP2 (industry recognized assessment), ICAR, and SP2 with all students scoring 75% or higher. Students awareness will be assessed using three instruments: HMIS, SP2 and ICAR	100% will pass with a score of 75% or better ICAR (Industry hazardous material) testing - 100% of the students will pass with a score of 75% or better. SP2 - Examination on health and safety in the workplace. 100 % of the students will score a 75% or higher on HMIS tests.	100% of students achieved 75% or better on all SP2, ICAR and HNIS health and safety modules of learning.	Met	Continue effective delivery of health and safety instruction. Students have demonstrated success above the target level for this outcome in two assessment cycles (2010-2011 and 2012-2013). A new program outcome will be identified for assessment for the next assessment cycle.

Plan Year: 2012-2013

Unit: Computer and Information Technology

Coordinator(s): Melanie Williamson, Dana Brown, Karman Wheeler, Deborah Holt

Reviewer: Deborah Holt

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
Students will be able to plan an entire system in the capstone course	Evaluation of project(s) in capstone course	80% will score 80% or above on the final project to create an entire system. Note: in addition to the capstone project, KCTCS requires that our students take the NOCTI computer technology exam. Due to scheduling problems created by the testing center moving before finals week, not all students were able to complete this test. 10 students from the Spring 2013 semester were able to take the exam before the center closing. The results for this exam are: 60% of students scored higher than an 80% on this exam. The NOCTI exam has a passing score of	75% of students in the CIT 291 capstone course (fall 2012 and spring 2013) scored an 80% or higher on their final project.	Not Met	Work with students to improve their involvement and completion of their final project by structuring the intro to capstone course to stress the importance of the various components and timeline.

		70%. All 10 of our students scored 70% or higher. The average score for our group is 82.5%, which is higher than the State (73.7%) and National (68.9%) scores.			
Students will develop team building and communication skills	Capstone project - utilizing teamwork and communication within the project.	. Eighty-five percent will score 75% or higher on this component of the capstone project.	88.8% scored a C or higher in the teamwork portion of the CIT capstone class.	Met	Develop more communication and team work skills within pre-req. courses.
Students will utilize critical thinking skills to solve problems associated with planning an entire system.	Capstone project - utilizing critical thinking skills to solve problems associated with the project.	85% will score 75% or higher on their ability to problem solve in various scenarios from their field of study.	88.8% of students scored a C or higher on their ability to problem solve and think critically in the CIT 291 capstone course.	Met	Develop more critical thinking skills in the pre-req. classes.

Plan Year: 2012-2013

Unit: Computerized Mfg. & Machining - Danville

Coordinator(s): Russell Chaney, Karman Wheeler, Paul Turner, William Franklin, Mark Welch

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to produce an exemplary product using a variety of machine tools with emphasis on their parts QC and tolerance specifications.	Evaluation using a rubric to show	All students will score at least 90% based on functionality, usability, and finish of the final product.	The students produced an double direction edge finder which, finish was within the 90% range. Some did not finish the hole which cannot be used until it is completed. So over all the percentage of final product was 80%.	Partially Met	The results means that we will need to start the project a little earlier in the semester, this allows for potential mistakes to be reviewed and replaced with correct components.
SLO 2 - Students will identify and use precision measuring instruments and tools with emphasis on completion rate.	Evaluation Form - Students will use CMM And other meteorology equipment, submitting a spec sheet listing sizes of their machine parts. Faculty will measure parts on CMM machine comparing their assessment with students assessment.	All students will score at least a 92% on the evaluation form.	Students where able to measure a given part and setup tolerances using the cmm and the blueprint with tolerances provided and inspect part within 95 percent of required specification.	Met	Finding suggest that we use the CMM to re assure quality and student understanding of print requirements. Additional lab time has helped improve student success. This outcome has been assessed in two cycles, therefore a new outcome will be assessed in

<p>SLO 3 - Students will interpret machine tool working drawings, sketches, and part prints.</p>	<p>Students will be provided orthographic prints and find dimensions through questions and answers.</p>	<p>All students will have an average score 85% or higher on the assessment</p>	<p>Students were given a variety of prints over a semester and the course average was 83.3333.</p>	<p>Partially Met</p>	<p>2013/2014. The results noted that it was below only by a percent or two, I believe the percentage actually was met. The reason it was low, we had some stop attending class and didn't withdraw with made low scores for them and brought the average down. Improvements will be made to the results by using only valid statistics of completers of the courses in the fall and spring semesters. To improve student success we will include youtube and online videos as well as text and handouts in BRX 112 course.</p>
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Plan Year: 2012-2013

Unit: Computerized Mfg. & Machining - Lexington

Coordinator(s): Danny Roberts, Karman Wheeler, William Franklin, Paul Turner

Reviewer: Paul Turner

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
<p>SLO 1 - Students will be able to successfully (at least 90% on rubric evaluation) produce a operating Turner's cube that includes a small radii on cube edges using six different planes.</p>	<p>Rubric to evaluate the turner cube</p>	<p>Students will score at least 90% on the rubric used to evaluate the cube.</p>	<p>Students in this years class averaged 91% on their Turners cubes. Students were pleased with the project and expressed a sense of acheivement by comparing the quality improvement from their early course work.</p>	<p>Met</p>	<p>This project has proved to be a valid one for re-enforcing tasks and have noted student success on developing a Turners cube. We will continue to utilize the Turners cube as a measure of achievement.</p>
<p>SLO 2 - Using critical</p>					

thinking skills the students will be able to incorporate blueprint readings, use of machine tools, understanding print specifications and selecting appropriate materials to developing a working model of an heat driven motor (on first attempt). This will incorporate program outcomes #5, #9 and #10.	Using a blueprint as rubric, and final clinical evaluation (Development of a sterling motor, incorporating blueprint readings, use of machine tools, understanding print specifications and selecting appropriate materials to developing a working model.)	90% of the students will achieve a 90% or higher in the designated areas on the evaluation form.	95% of the students completed the necessary components of the motor to print. The final assembly lacked some minor componets.	Met	This is good project for measuring students progress in holding tolerances and working as a team. We are still going use this project when class numbers allow in the future. We are going to adjust the start time for this project and expand lab time to compensate for cooping students.
SLO 3 - Students will be able to demonstrate blueprint reading, use of esprit, and the operation of CNC machines and lathes.	Given a 3D project (turtle car), students will utilize a blue print and use of esprit to develop a 3D model using CNC machines (CNC mill and lathe). A blue print rubric will be used to evaluate the project.	90% of students successfully meeting blueprint tolerance for the car.	97% of the students completed the 3d project including the model top and all gear components.	Met	This project was developed entirely by this student class. The idea came from an earlier project they had completed. More time needs to be added to the project and gear boxes need to be fabricated instead of printed.

Plan Year: 2012-2013

Unit: Construction Technology

Coordinator(s): Claude Gross

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
Students will be able to construct the individual components necessary			Over 80% were able to select and properly identify five of the most common wood species used in construction.I have some forestry		Overall results were satisfactory however each group of students are somewhat different so I plan on making sure I really teach and students understand the importance of gaining the knowledge.I also try to relate wood species to a product that is

<p>to assemble a residential structure with focus on the selection of lumber, recognizing the strength patterns and the overall quality of the lumber.</p>	<p>Graded assignments of proper lumber identification and selection will be used.</p>	<p>80% of the students receiving a satisfactory level of performance on lumber selection and identification.</p>	<p>background and my family always had a sawmill, therefore I teach wood identification. I really feel it's necessary for students that enter the workforce be able to know the proper wood species that should be selected to do a certain job.</p>	<p>Met</p>	<p>made from that type wood .Example--Ash is what the Louisville slugger baseball bat is made from,it is also widely available in KY. We have assessed this for the last two years with satisfactory results. In 2013-2014 we will assess another program outcome: Utilize and maintain commonly used hand and power tools.</p>
<p>Students will be able to demonstrate an understanding of safe practices as they relate to OSHA regulations for scaffold safety.</p>	<p>OSHA 10 certification and class exam on scaffold safety and safety procedures for the use of guard rails.</p>	<p>80% of graduates will receive certification and successful completion of scaffold safety exam.</p>	<p>Better than 90% of students enrolled in the OSHA safety class completed all assignments and obtained specific training on scaffolding all were successful in passing the scaffold exam.</p>	<p>Met</p>	<p>Results were satisfactory however new methods of scaffold are being introduced to the market daily. I plan on using instructor PD to make sure I am up to date on any industry changes. Changes and updates to scaffolds and scaffold safety will be incorporated into lesson plans and curriculum. In addition, I will offer a refresher course as needed.</p>
<p>Students will demonstrate critical thinking and problem solving skills within construction technology.</p>	<p>rubric to assess students' knowledge and problem solving skills in developing a roof plan. The drawing of the roof plan will include measures with roof pitches that allows an offset position. .</p>	<p>85% of the students will receive a 3 or higher on the 5 point rubric.</p>	<p>All students were able to understand the concept of an offset roof position.Better than 80% were initially successful in scoring a 3 or higher on the actual drawing of the roof design.Better than 90 % were successful after extra homework time.</p>	<p>Met</p>	<p>Roof framing and design are and will continue to be a challenge for even the experienced. I plan to continue introducing each future group to a variety of teaching methods on roof frame and design.I feel it is a subject matter that may have to be taught in a variety of ways in order to acheive an overall success rate. And challenge, challenge, challenge each student.</p>

Plan Year: 2012-2013

Unit: Cosmetology/Esthetician

Coordinator(s): Melissa Anderson, Karman Wheeler, William Franklin

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to satisfactorily perform hair cut based on industry entry level standards with emphasis on blending perimeter growth.	Mock board exam based on criteria that correspond to state board hair cut exam.	90% of students will be able to pass the hair cut section of the mock board exam with a passing score of 70%.	89% passed the hair cut section of the mock board exam with an average passing score of 72%	Met	Will continue to implement plans for practicing that includes additional training of the hair cut section of the mock board exam with a new goal of 92% of students passing the test.
SLO 2 - Students will demonstrate industry entry level for deep cleansing facial techniques.	Given a model, a checklist will be utilized to evaluate technique.	85% will have met all of the criteria of the given checklist.	100% of the class met all the criteria of the checklist performance.	Met	Improvements will include new and advanced facial procedure techniques that are useful in medical day spas that is beyond entry level standards.
SLO 3 - Students will be evaluated on critical thinking skills as they relate to mechanical exfoliation.	Instructor evaluation using a checklist and client evaluation form.	Instructors evaluation - 80% of students will demonstrate proficiency based on a checklist. Client feedback- 90% of clients who receive treatment will designate a positive experience on the evaluation form.	Results are incomplete at this time. We will continue work with the checklist to acquire results during the 2013/2014 academic year.	Partially Met	Continue to administer client evaluations.
SLO 4 - Satisfactorily perform foil highlighting based on industry entry level standards	Mock board exam	90% of students will be able to pass the highlight section of the mock board exam with a passing score of 70%	91% of the cosmetology students passed the highlight section of the mock board exam with a passing score of an average of 80%.	Met	Students have met an acceptable level of achievement for this outcome in 2011-2012 and 2012-2013. In 2013-2014, we will continue to use the mock board exam as a learning objective to improve performance for the next section of the exam - Nail technology as it relates to one of our program

					learning outcomes: Demonstrate the application of the technique of nail services (natural and artificial).
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Plan Year: 2012-2013
Unit: Criminal Justice
Coordinator(s): Michael Littrell, Karman Wheeler, Vicki Wilson
Reviewer: Vicki Wilson

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
Students will demonstrate an understanding of the three levels of the criminal justice system and how they are interconnected.	Responses to exam questions related to the three levels and their relationships.	Assessment of exam questions related to this outcome in the CRJ 100 course. All students will score 85% or higher on this component of the exam.	Based on an assessment of 5 exams and 2 course sections, all students scored an 82.6% or higher on all questions.	Not Met	While this is a high level of competence, in the future I will focus heavily on the interactions between the various areas of the criminal justice system. I feel that as students progressed through the semester, and based on exam scores, their understanding of this specific area declined. In the future, I will assess students by doing in class discussions and review material that was not retained. Additionally, adjusting some of the exam questions to be more clear may help students to understand the context in which the question is framed.
					One of the problems with these papers this semester was getting students to turn them in. In some cases, especially for essay 2, I had 13 students who had

<p>Students will utilize critical thinking skills to make connections in learning across disciplines.</p>	<p>Students will write two critical thinking papers that require an analysis of multiple views on relevant issues.</p>	<p>70% of students will score 20 out of 25 on the rubric evaluation.</p>	<p>For essay 1, 47 turned in the essay with 46 (97.8%) of them earning at least a 20 out of 25, the median score was a 22. For Essay 2, 35 turned in the assignment and 35 (100%) scored at least a 20 out of 25 on the paper with a median score of 21.</p>	<p>Met</p>	<p>stopped coming to class, thus not turning in papers, which left me with 11 students not turning those papers in. In order to increase the return rate for these papers, I will increase their point value. In addition to that, I will demonstrate using previous papers that met the criteria, how to write one of these papers. I will also use the Criminal Justice Writer's Book chapters to show students a step-by-step method for producing a critical essay. I believe that students are not sure how to write these papers, so they simply don't do them. I believe these methods will encourage students to turn them, and teach them how to critically think about a topic.</p>
<p>Students will demonstrate an awareness of ethical considerations in making value decisions.</p>	<p>A rubric will be used to evaluate student responses to 5 scenario based papers.</p>	<p>Students will average 20 of 25 points on the scenarios.</p>	<p>On Scenario #1 students averaged 24.33 (SD=1.91) on Scenario #2 students averaged 24.24 (SD=1.35) on Scenario #3 students averaged 22.89 (SD=4.51) on scenario #4 students averaged 22.00 (SD=3.57) and on scenario #5 students averaged 23.50 (SD=1.24). The overall average for all scenario based papers was 23.39/25.</p>	<p>Met</p>	<p>While the students performed quite well on this measure, I notice a decline toward the middle and end of the semester on their responses. This may be due to the increasing level of difficulty in terms and concepts. To improve these later scores I plan to reinforce terms and concepts with other forms of assessment, such as in class assessments or incorporate reviews at the start of each class to clarify any points of</p>

					confusion or misunderstanding.
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Plan Year: 2012-2013

Unit: Dental Assisting

Coordinator(s): Olivia Ritchie, Martin Baxter, Karman Wheeler

Reviewer: Martin Baxter

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
Upon completion of the Dental Assisting Program students will be prepared to effectively utilize software for charting, patient information and radiology	Software utilization for patient charting, patient information and radiology using a rubric as the evaluation instrument. (Note - rubric with target level of achievement needs to be developed). This will be a clinical assignment in the spring semester in DAH 235.	Clinical Checklist/Rubric	Unable to obtain software to obtain this assessment.	Not Assessed in this Cycle	Seek funding for software.
SLO 2 - Graduates will be able to successfully fabricate temporaries.	Using modified procedure workbook assessment (created by the instructor) on the fabrication of temporaries, with a total of 18 points possible for single unit and 44 points possible for the bridge.	Students will score at least 16 on the single unit and above 40 on the bridge.	All of the students scored above 16 on the single unit temporary and above 40 on the three-unit bridge.	Met	While students were successful on this assessment they showed nervousness when removing excess material on the temporaries. In 2013-14 we will increase lab and clinical opportunities to build competence and eliminate the uncertainty of removing excess material when assigned fabrication of a single temporary unit or temporary bridge.
SLO 1 - Students will be able to make alginate impressions (pouring, and trimming study models).	Clinical Externship evaluation using a 0-2 scale.	Based on the externship, all students will score 1.5 or higher based on the rubric rating scale for student clinical externships (0-2).	All students a score of 1.5 or higher clinical extern rubric	Met	Even though students met this target additional lab and clinical time will be implemented to ensure job entry readiness and

					to meet new ADA-CODA standards.
SLO 3 - Students will be able to fabricate bleaching trays.	Clinical Externship Evaluation using a 0-2 rubric.	Based on the externship, all students will score 1.5 or higher based on the rubric rating scale for student clinical externships (0-2).	All students scored 1.5 or higher on fabrication of bleaching trays.	Met	Students were successful in fabricating bleaching trays however, we plan to improve their success by increasing lab hours to ensure job readiness.

Plan Year: 2012-2013

Unit: Dental Hygiene

Coordinator(s): Janella Spencer, Karman Wheeler, Martin Baxter

Reviewer: Martin Baxter

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 Graduates will have the knowledge of application of procedures to perform the procedures based on time allotted.	"Efficiency and timeliness of procedures. (The established number of points based on the treatment). 80% will be treated within the designated timeframe. Evaluated at the end of the semester. "	At the end of the semester, 80% of patients will be treated within the designated timeframe of the procedure.	90% of patients were treated within the designated timeframe.	Met	We will use this measure of completing procedures within time frame that was treatment planned to assess the speed of our students, the satisfaction of time spent in clinic by patients and also will compare to clinical board outcomes to see if they are improved due to increased speed of students.
SLO 2 - Graduates will be able to scale one quad efficiently and effectively.	Timed Scaling Test that measures the amount of remaining calculus and the timeliness of the procedure. The Test is given with each patient. By November 15, the graduates will be able to pass the Timed Scaling Test, demonstrating acceptable and efficient	All students were able to pass the timed scaling test by November 15, 2012.	Several students had to repeat the timed scaling test in order to get a passing grade. This helped us identify students who were weak in instrumentation and give them special tutoring sessions in exploring for calculus, etc. All students were thus able to pass DHP 220 and go on into the last semester of clinic.	Met	We will repeat the timed scaling test in the Spring semester so students will be confident when they take their clinical boards in April 2013.

	practices.				
SLO 3 - Graduates will be able to apply critical thinking skills appropriate in developing treatment plans for individual patients.	Students are awarded up to 20 points on each individual treatment plan. By the last semester, all of the students will be able to develop treatment plans, scoring 15 points or higher.	All students will score 15 points or higher.	Each student saw at least 60 patients. They all averaged at least 15 points on treatment planning.	Met	Treatment planning points were much higher this year due to the fact that we added a lecture on TP and the added emphasis. we will continue to track the points awarded for this area and use the results to set a new goal of 18out of 20 average for each student score for next year.
Scale 1 quad of a difficult (Class III and above)patient in 2 hours with only 2 areas of calculus left - -Students in second year of program.	All students in second year will be able to do this successfully by end of Fall 2012.	December 2012 all students will have completed	All 25 students were able to successfully complete the student clinical objective by the end of fall 2012 semester. 5 students failed the first round and had to repeat the exercise.	Met	For the Spring semester we are doubling the number of successful completions to 2 patients, providing more "hands on experiences". This has to be completed before their Regional clinical board in April.

Plan Year: 2012-2013

Unit: Dental Lab

Coordinator(s): Robin Gornito, Karman Wheeler, Martin Baxter

Reviewer: Martin Baxter

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to construct a denture.	Capstone Project in fourth semester - The evaluation of the capstone project to construct a denture will be evaluated based on the five-point clinical acceptability scale. Eighty-five percent of the students will receive at least a 3 clinical acceptability score (equitable to a grade of	Eighty-five percent of the students will receive at least a 3 clinical acceptability score (equitable to a grade of 85%).	80% of the students received at least least an 85%	Partially Met	A new faculty member will be teaching this material for the 2013-14 academic year. The projects will be reviewed for deficiencies and those will be addressed next fall.

	85%).				
SLO 3 - Students will fabricate a variety of complex dental prostheses with new type of porcelain.	Students will be assessed on their ability to fabricate two metal ceramic restorations one of which will have an all porcelain labial margin. Using the five-point clinical acceptability scale. Eight-five percent of the students will receive a score of 3 or higher (equitable to a grade of 85%)	Two metal ceramic restorations, one with a porcelain labial margin, were evaluated based on levels of clinical acceptability. Eight-five percent of the students will receive a score of 3 or higher (equitable to a grade of 85%)	100% of the students scored 85% or better. The average was 89.7%.	Met	Provide faculty input for individual students on their projects.
SLO 2 - Students will be able to fabric orthodontic appliances.	Final Project - Maxillary hawley with a pontic will be used for the assessment using the five-point clinical acceptability scale. Eighty-five percent of the students will receive a score of 3 or higher (equitable to grade of 85%)	A maxillary hawley with a pontic will be evaluated based on levels of clinical acceptability with 85% of the students scoring a 3 or higher (equitable to a grade of 85%)	100% of the students scored 85% or better. The average score was 90.67%.	Met	Clasp placement, acrylic finishing & tooth placement will be reviewed and emphasized fall 2013.
Graduate competent Dental Laboratory Technology students.	Pass rates.	Recognized Graduate exam pass rates will be 80% or higher.	The class average was 76.72%. The national average was 73.17%. One ESL student failed the RG exam.	Not Met	2012 was the first year of a new exam given by the Natl. Brd. for Cert. Ergo, the Board was testing the test. Topics which scored lower than the national average were crown & bridge, theory, and articulators. Those topics were discussed and reviewed with the current class. 2013 results will not be available until September.

Plan Year: 2012-2013

Unit: Education

Coordinator(s): Clovis Perry Jr, Karman Wheeler, Jenny Jones

Reviewer: Jenny Jones

Objective or Outcome	Measure(s)				

	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will Demonstrate a basic knowledge of special education processes, procedures, and regulations.	Paraeducator Intern Evaluation Form section related to "Demonstrates a basic knowledge of special education processes, procedures, and regulations."	90% or more of student will score 4 or higher on the 5 point Likert scale Paraeducator Internship evaluation form section related to demonstrating basic knowledge of special education processes, procedures, and regulation.	The Practical Experiences for the Paraeducator Evaluation of Supervising Teacher instrument was administered to the EDU 150 course participants Supervising Teacher during April 2013. The results of this instrument indicated that 100% of all EDU 150 course participants scored 4 or higher on the 5-point Likert scale Paraeducator Internship evaluation form section related to demonstrating basic knowledge of special education processes, procedures, and regulations. This learning outcome was successfully achieved due to the increased awareness of these skills through increased course formative and summative activities and assessments.	Met	The Education Program will continue to increase the awareness of this student learning outcome through case-based activities, sound research-based pedagogical initiatives, and increased emphasis on learner exceptionality.
SLO 2 - Students will demonstrate a knowledge of the Kentucky Core Standards	Paraeducator Intern Evaluation Form Section related to knowledge of Kentucky Core Standards.	90% or more of Paraeducator Interns will score 4 or higher on the 5 point Likert scale Paraeducator Intern Evaluation Form.	The Practical Experiences for the Paraeducator Evaluation of Supervising Teacher instrument was administered to the EDU 150 course participants Supervising Teacher during April 2013. The results of this instrument indicated that 100% of all EDU 150 course participants scored 4 or higher on the 5-point Likert scale Paraeducator Internship evaluation form section related to knowledge of Kentucky's core Standards. This learning outcome was successfully achieved due to the increased awareness of the Kentucky Course Standards by creating a web site that contains all the essential Kentucky Department of Education URLs dealing with the Kentucky Core Standards	Met	The Education Program will continue to monitor the implementation of the Kentucky Core Standards including the English/Languages Arts, the Next Generation Science Standards, as well as, the new Social Studies and Geography Standards that are being developed. The Education Program Coordinator serves on the state Science Teachers Association Board of Directors and worked very closely with the Kentucky Department of Education State Science Consultant and many other Kentucky

			and assessing these concepts through reflective journals and portfolio creation. The URL for these Kentucky Core Standards is www.scoop.it/t/edu-204		Department of officials including the Executive Director of the Kentucky Environmental Education Literacy Council.
SLO-3 Graduates will be able to "Implement strategies that promote learner's independence across all relevant educational settings."	Paraeducation intern evaluation form Section related to promoting learner's independence.	90% or more of Paraeducator interns will score 4 or higher on the 5 point Likert scale evaluation form.	The Practical Experiences for the Paraeducator Evaluation of Supervising Teacher instrument was administered to the EDU 150 course participants Supervising Teacher during April 2013. The results of this instrument indicated that 100% of all EDU 150 course participants scored 4 or higher on the 5-point Likert scale Paraeducator Internship evaluation form section related to promoting the learner's independence across all relevant educational settings. This learning outcome was successfully achieved due to the increased awareness of this pedagogical technique through case studies of special needs learners in a general education setting and applicable modifications to accommodations through a learner's IEP.	Met	The Education Program Coordinator will continue to improve in this area by ensuring that the Education Program learners become more aware of the NCATE standards in exceptionality and learner diversity during Field Observations, increased knowledge of learner IEPs, and additional coursework in Education Psychology (EDP) courses offered by the college.

Plan Year: 2012-2013

Unit: Electrical Technology

Coordinator(s): Bobby Royalty Jr, Karman Wheeler, Paul Turner

Reviewer: Paul Turner

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
	Lab Assessments - from simple elementary: two line control, Low difficulty: three line control, moderate difficulty:	The first three assessed labs will be converting relay logic to ladder logic, ranging from simple	The first lab component measured by all the students converting relay logic to ladder logic was completed successfully at 100% accuracy, without supervision. The second set of labs of		The methods and lab skills taught will be continued, and refined in the future in order to achieve the excellent results achieved this semester. In addition

<p>SLO 3 (New) - Students will be able to convert relay logic to ladder logic, and programming PLCs.</p>	<p>AND,OR, NOR, XOR control; then students will program PLCs using three assessed labs with narratives describing conditions of control: moderate to high difficulty: timer, counter, program control. High difficulty: comparison, move, math functions, Complex advanced: shift registers, sequential output, integer files , data manipulation.</p>	<p>elementary, low difficulty, and moderate difficulty. Students will program at an accuracy rate of 90% without supervision. The second group of labs using narratives describing conditions of control, ranging from moderate to high difficulty, high difficulty, and complex advanced control, will be programmed by students at a rate of 50% accuracy with limited supervision.</p>	<p>moderate difficulty with narratives used to create program control was successfully completed at 100% accuracy without supervision. The third set of labs demonstrating advanced programming skills using sequencer outputs with timed events was completed by all the students with 80% accuracy, with limited supervision. All labs were completed above the projected goal percentages.</p>	<p>Met</p>	<p>students will be given more time to practice to achieve a higher level of competency in the advanced section of the lab assessment. The students will be given more opportunity to demonstrate their skills in advanced level programming. As a result of this assessment a higher standard will be set forth in the future.</p>
<p>SLO 1 - Students will demonstrate the competencies and ability to wire a workshop including organizational skills and improved efficiency.</p>	<p>Project Assessment - Students will demonstrate the competencies and ability to wire a workshop including organizational skills and improved efficiency.</p>	<p>This year's assessment of the project will focus on their organizational skills and improved efficiency in addition to developing a floor plan, take off (Materials list), install electrical metallic tubing and pull in associating wiring, high intensity lighting system, and overhead door motor system). A ten point rubric will be used with students scoring at least 80% on their project.</p>	<p>The final project of designing, and installing electrical metallic tubing, associated wiring and equipment in an industrial workshop was successfully completed within the specified time given. All students participated on the project with an average of 96%, with the exception of one student that scored 80% due to not following instructions. All equipment installed was in accordance with the 2011 National Electrical Code, and operated as designed by the manufacturer, and designed floor plan.</p>	<p>Met</p>	<p>Follow the same plan design, and emphasis to the students how mistakes can be avoided by following the plan and the instructions given by the instructor.</p>
<p>SLO 2 - Students will be able to perform accurate code</p>					<p>Continue to give a pretest and review before the final examination as practiced this semester; expanding to other subject content within the National Electrical Code Text. With the results of this assessment students performing calculations proficiently will</p>

calculations, including; branch circuit calculations and apparent load calculations with emphasis on transformer calculations.	The final exam component specific to code calculations will be used to assess their ability to perform the calculations.	Eighty percent of the students will score a 75% or higher on this component of the final examination.	Student all tested at a rate of above 90% for branch load calculations and transformer feeder calculations, above the target goal of 75%.	Met	enhance their ability to be successful in a capstone class, and the final assessment to be given. Components of this assessment will be used in the electrical technology program capstone class. (Note: this has been assessed in two cycles and will continue to be monitored; however a new outcome related to install of solar systems will be added in 2013-2014).
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Plan Year: 2012-2013

Unit: Engineering and Electronics Technology

Coordinator(s): Kevin Dunn, Karman Wheeler, Paul Turner

Reviewer: Paul Turner

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will demonstrate the design, construction, and troubleshooting of simple circuits using combinatorial and sequential logic. Calculating, designing, drawing, simulating, and creating a design portfolio of a BCD to 7-segment decoder circuit in the Digital course, will complete student demonstration.	Project - The project will be graded on a 100-point evaluation instrument based on how well the circuit is designed, drawn as a schematic, built as a simulated circuit, and described in a written portfolio. This goal will be met when 90% of students score a 80 or higher on the BCD to 7-segment decoder circuit rubric.	90% of students will score a 80% or higher on the project.	100% of students scored 90% or higher on the project	Met	The students met our target level of achievement but faculty felt one of the weaker areas for the students was related to use of the software. We will continue to monitor all student projects for content and purpose. while providing more time and demonstrations on use of the software. I full course period will be dedicated to software usage during the next semester.
					The students met our

<p>SLO 2 - Students will demonstrate an understanding of the multi-stage amplifier circuit to include focus on their design and written description of the circuit. Skills will be demonstrated by the design of a multi-stage amplifier and a written description of the various section of the circuit during the Devices 2 course. Special emphasis is being placed on the design and written description of the circuit.</p>	<p>Project - The project will be graded on a 100-point evaluation instrument based on how well the circuit is designed, drawn as a schematic, built as a simulated circuit, and described in a written portfolio.</p>	<p>90% of students will score an 80% or higher on the project.</p>	<p>98% of students scored an 80% or higher on the project.</p>	<p>Met</p>	<p>target level of achievement, but faculty felt one of the weaker areas for the students was related to the written portion. We will continue to monitor all student projects for content and purpose. while providing more time and demonstrations on best practices in writing a technical report. Even though it was weaker, students are still strong in this area and we feel no further action needs to be taken.</p>
<p>SLO 3 - Students will calculate, construct, plot, and measure RL and RC series circuit and phase shift circuits. Calculating, accurately plotting, measuring the phase between voltage and current at different frequencies, and describing a RL and RC series circuit with increased emphasis on the operation of the circuits.</p>	<p>Project - The project will be graded on a 100-point scale based on how accurately the circuit is calculated, built as a live circuit (operational), and described in a written paper.</p>	<p>90% of students score an 80% or higher on the RL and RC series circuit.</p>	<p>92% of students scored an 80% or better on the project.</p>	<p>Met</p>	<p>No further planning on this task will take place. We have an assessment exam in place and hope to expand upon the needs of those results for future planning.</p>

Plan Year: 2012-2013

Unit: Environmental Technology

Coordinator(s): Jean Watts, Karman Wheeler

Reviewer: Tammy Liles

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
<p>SLO 1 - Graduates will be able to keep a field</p>					<p>I will continue to use the improved method of teaching as well as</p>

log as part of the sampling process. the field log is an important component (legal document) associated with the sample process. Focus on this year on consistent and accurate entry of standard information.	Sampling is going to be based on observation and the utilization of a 40 point rubric.	Class average will be 32 points (80%) or better	The class average was 33 (82.5%)	Met	introduce an earlier student-based evaluation of field notebooks so that they can identify their mistakes earlier in the semester and allow them to demonstrate their proficiency in meeting both scientific and legal requirements.
SLO 2 - Graduates will demonstrate information literacy by collection and evaluation of scientific literature ("science roundtable discussions")	Students select an article from an appropriate topic (approved by the faculty), summarizing and presenting their findings to the class. A rubric is used to evaluate the presentation and summary.	All students will score 70% or better.	The class average was 90%	Met	I will continue to use the current method of teaching these skills and use the evaluation rubric to identify students needing additional assistance and provide the assistance needed to improve student success.
SLO 3 - The graduates will be able to process and manipulate scientific data.	Students are assessed on their ability to create a file and process the data to include seven different statistical measures and graphs.	A 75% or higher is expected of all graduates on the graphing and statistics methods portion of the final examination.	The class average was 76%	Met	I will create an Excel tutorial which will highlight the problem areas to assist students in manipulating data in spreadsheets and creating scientifically valid graphs.

Plan Year: 2012-2013

Unit: Equine Studies

Coordinator(s): Remy Bellocq, Dixie Hayes, Karman Wheeler

Reviewer: Mark Manuel

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Trainer Option Utilizing critical thinking skills, students will be able to read, assess, and utilize the Condition Book in	Mock situation - Mock situation using a race track conditions book for weight allowance and placement	All students will score 80% or higher on the mock situations.	All of the students scored above 80% in determining appropriate race, conditions,	Met	More time will be provided for mock situations in additional

determining appropriate race, conditions, and eligibility of race horses.	of horses.		and eligibility of race horses.		courses.
SLO 2 - Students will be able to identify various body parts as they demonstrate principles of care for race horses in a race barn training environment, applying industry accepted standards and techniques while providing daily care for 1-2 race horses.	Barn Competency Evaluation Rubric to assess care of horses as well as identification of body parts.	Barn Competency Evaluation Rubric - all students will score at least 90% of the points allotted for the Barn Competency Evaluation (405 out of 450).	All of the students earned over 405 points on the Barn Competency Evaluation and an improvement was noted on students ability to identify various body parts.	Met	More attention will be given in additional courses.
SLO 3 - Jockey Option Students will be able to develop the skills necessary to become a successful jockey (e.g. gallop, breeze, switch leads, passing other race horses, timing of gaits over prescribed distances,etc.) (Jockey Curriculum Competencies 118-127).	Comprehensive riding skill assessment is being developed to evaluate skills necessary to be an Exercise Rider or Jockey.	Riding Assessment Rubric - all students will score a comprehensive 3 or above on a scale of 1-4.	38% of students had a final comprehensive score of 3 or above.	Partially Met	More individual attention will be given when a skill or weakness is identified.

Plan Year: 2012-2013

Unit: Fire Science

Coordinator(s): William Franklin, Karman Wheeler, Ashley McWaters

Reviewer: Bonnie Nicholson

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
					75% percent pass rate for 1st NREMT is an unrealistic goal. This test is a national standardized test that is very difficult to pass

<p>SLO 1 - Graduates will be proficient at entry level EMS skills for treating trauma patients with emphasis on obstetrics (e.g. pre-delivery, delivery, and post-delivery skills and knowledge)</p>	<p>Two types of assessment will be used: 1. Skill assessment of all three areas (by instructor). 2. Written assessment - Obstetric portion of final exam and/or IFSAC (an optional licensure exam) OB section.</p>	<p>Written and skill set checklist will be used at the end of the semester. Ninety-five percent of the students will score 75% or higher on this portion of the written test and 95% of the students will successfully perform skill set.</p>	<p>93% of the EMT students (13 of 14) passed the skills set. Only 33% of the students passed the written National Registry exam (EMT exam.) Real numbers were 2 out of 6 students who have attempted the exam.</p>	<p>Partially Met</p>	<p>without selective admission to the EMT program. Some of the possible improvements that we can make are mandating the use of the approved workbook that is associated with the curriculum inline with NREMT standards. Also, promoting the use of free online study aids for each student.</p>
<p>SLO 2 - Graduates will use critical thinking skills to analyze different stages of fire and fire development, including the recognition of unsafe practices as they pertain to various fireground issues.</p>	<p>Instructor observation/skill set</p>	<p>75% of the students will be proficient on their first attempt.</p>	<p>100% of the 18 students successfully demonstrated critical thinking skills related to analysis of fire and fire development. Note: The recommendation from 11/12 to provide additional repetitive drills enhanced the students' success.</p>	<p>Met</p>	<p>While students were successful on this outcome, faculty identified the need for more exposure to real-life situations. We plan to implement several field trips to various sites to provide additional hands-on/exposure to real-life situations. The students' success for this outcome has been assessed for two cycles. Therefore, a new outcome will be identified for 13/14.</p>
<p>SLO 3 - Students will demonstrate preparedness in analyzing and taking appropriate action in aircraft rescue.</p>	<p>Students will be given a aircraft rescue situation and will be assessed by the instructor on critical skills. Critical thinking skills related to aircraft rescue will be evaluated using this section of the final examination.</p>	<p>75% of the students will score 30 or higher on the written portion. 75% of the students will successfully pass the Skills Evaluation.</p>	<p>14 out of 22 students passed the written test of the aircraft portion of the final. (64%) 18 out of 22 students passed the skills set (82%) Note: When skills and written exam are averaged together, all students achieved a 60% or higher cumulative score.</p>	<p>Partially Met</p>	<p>Faculty discussed the lower written scores. Faculty feel student participation and attitude play an important part in these lower scores. Faculty plan to implement pop quizzes and homework to encourage students to read textbooks and resources.</p>

Plan Year: 2012-2013

Unit: Health Information Technology
Coordinator(s): Sharon Breeding, Karman Wheeler, Jenny Jones
Reviewer: Jenny Jones

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to evaluate the content, structure, collection, maintenance and dissemination of health care data and how these components relate to record systems and documentation standards. (TC #1)	Specific examination questions related to documentation structure. (Fall)	Within the HIT 100 course, 13 students will be able to answer questions on the final exam about the structure of the health care data.	First class of HIT 100 for the Fall 2012 semester started with 13 students. One withdrew. The 12 remaining students earned at 70% or better on the final exam.	Met	The HIT 100 is the basic course for the HIT program. Using the data, we will compare our examination to the certification exam to be aware of the changes in the medical field and keep our students current.
SLO 2 - Students will demonstrate the ability to think abstractly, reason logically and apply problem solving skills in the practice of medical coding.	Simple case scenarios (one sentence disease situations).	75% of the students will earn at least an 80% on these case scenarios.	At least 80% of the students have earned the 80% of the case scenarios.	Met	We have started with simple scenarios and now need to move to the more complicated. Giving the students confidence in their thought process and expanding to different areas of the health information, the students are thinking abstractly and logically.
SLO 3 - Students will learn independently using appropriate strategies and resources in the healthcare.	A written project requiring use of websites and other search strategies to access healthcare information.	HIT program requirement is a minimum of 80%. Based on creativity, processes involved, and ending result.	The structure of the HIT program has been difficult to evaluate. Students that are taking the classes are not ready to go with the HIT program requirements. We are needing to assess the students. They are not ready to compose a research document at this time.	Not Met	As interim coordinator, I plan on working with the students in the program. to assign a project for research. Working with the progress of HIT program, I have been concentrating on the program requirements and haven't started on this project.

Plan Year: 2012-2013
Unit: Human Services/Social Work

Coordinator(s): Virginia Stiles, Vicki Wilson, Karman Wheeler

Reviewer: Vicki Wilson

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will gain an understanding of different group processes and the operation of the group processes within social services including multi-cultural environments.	Measurement will include the knowledge and skills of Active Listening, Clarification, Summarizing, Empathizing, Interpreting, Questioning, and Support. This will be measured via discussion boards, Group Observation Reports and Examination.	Assessment will be performed through the evaluation of comments and key words in Discussion Board Responses with 90% of the multi-cultural responses positive.	Based upon the comments and key words on the Discussion Board, 31 out of 34 students exhibited true understanding of the key components of group dynamics with special emphasis on their comprehension of multicultural. This was especially evident in the reports regarding the 5 clinical groups that each student attended.	Met	This particular measure was effective and it apparent that the instructor for this class has excellent teaching skills. If this objective is listed again, it will include specific examples in the midterm and final examination
SLO 2 - Demonstrate knowledge of the values used by professionals in the human services field and an understanding of why such values are important including an understanding of the wide range of values expressed by persons of various ethnic and cultural groups.	In 2012-13 the students will be evaluated at their practicum through a practicum evaluation interview with the field placement supervisor assessing their ability to make value judgments.	Practicum evaluation will be used to demonstrate the students' ability to integrating values into their client relationships with 90% of the students successfully meeting this component of their practicum.	Based upon daily logs and final interviews with the Field Supervisor, Adjunct Instructor Earl Washington was able to determine that 13 out of 18 successfully met their ability to make value judgements with clients in their practicum placement.	Met	It is evident after many semesters of evaluating this particular measure that values are so highly stressed in all HMS classes that this objective is clearly met. However, we will still need to measure this objective because we must be able to clearly identify those students who clearly do not comprehend the vital role of value judgments in the Human Services professions.
SLO 3 - The student will demonstrate that they are able to establish a helping relationship with a client, interview a client, maintain confidentiality and ethical practices	In 2012-13 the students will be evaluated at their practicum through a practicum evaluation interview with the field placement supervisor	90% of the students will successfully meet this evaluation component of their practicum.	14 out of 18 students enrolled in the HMS250 practicum class received outstanding evaluations from their Field Placement Supervisors as to their abilities to establish a relationship with the clients at	Met	This measure is constantly measured on a semester basis. The communication with the Field

and express in writing through the daily log their understanding of their personal strengths and weaknesses in the practicum experience.	assessing their ability to establish a relationship with clients.		their placement. 4 students did not complete the course through either withdrawal or incomplete status.	Placement Supervisor is an excellent tool to evaluate this measure
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Plan Year: 2012-2013

Unit: Industrial Maintenance

Coordinator(s): Paul Turner, Jarvis Long, Karman Wheeler, William Cheser

Reviewer: Paul Turner

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to troubleshoot and measure 3-phase power circuits.	Students success will be evaluated by using components of the end of semester lab final related to troubleshooting and measuring three-phase power circuits (examining the students logical approach).	85% of students will successfully complete this portion of the lab final.	82% of students were able to successfully complete the required lab tasks within the allotted time frame.	Partially Met	We will renew emphasis on basic multimeter use in all of our courses.
SLO 2 - Students will be able to perform precision alignment on mechanical drive components using dial indicators and LASER equipment.	Faculty observations on precision alignment of students using a rubric.	85% of students will perform precision alignment on mechanical drive components using dial indicators and LASER equipment through faculty observation (rubric).	This measure was not assessed during this cycle due to equipment breakdown.	Not Assessed in this Cycle	Will rollover to next cycle while attempting to bring equipment online.
SLO 3 - Students will be able to install, maintain, and troubleshoot fluid power systems with emphasis on pressure release valves.	Observation skills final - One station project: Design, install, successful operation of fluid power system. Rubric will be used for the assessment of the three components.	Part 1 - Written Exam related to designing and building fluid power systems. All of the students will score at least 80% on questions related to designing and building the fluid power system. Part 2 - 50% of students will be able to design & build a functioning system on their first attempt. Part 3 -85% of students will be able to troubleshoot their systems and make them work.	Part 1-Students average score on the written design-build questions was 87%. Part 2 - Build and Design - 47% of student designs functioned properly when first assembled in the lab. Part 3- Troubleshooting - 86% of the students were able to troubleshoot and modify to a working system without instructor help. We view this as very significant since it closely replicates a workplace	Met	Continue to emphasize importance of basic design principles and documentation, with increased time allotted for designing and building.

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Plan Year: 2012-2013

Unit: Information Management and Design

Coordinator(s): Deborah Holt, Timothy Birch, Karman Wheeler, Andrew Hunt

Reviewer: Deborah Holt

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Design a web page using various software and technology with emphasis on creativity and organization.	Evaluate portfolio using a rubric.	80% of the students will receive a 2.0 or higher in creativity and organization.	All students in the web portfolio course achieved a 2.0 or higher	Met	After reviewing student portfolio content against the market and changing technology, the instructor plans to add WordPress to the course material and portfolio requirements. While students did meet the achievement goal of 2.0 or higher, creativity and uniqueness can always improve. Based on results, the instructor plans to place more emphasis on the importance of creating something that will really stand out to potential employers.
SLO 2 - Students will create publications utilizing various software/technology (Adobe Creative Suite, Photoshop and Illustrators, etc.) and incorporating new technology/coursework (SEO - Search Engine Optimization and	Evaluation of portfolio using a rubric based on the following characteristics: 1. Follow basic design concepts 2. Rules of typography 3. Visual Representation 4. Grammar	80% of the students earning a 2.0 or higher on each of the four components within the rubrics.	Most students exhibited well constructed, diverse bodies of work which met requirements of rubric (knowledge of basic design concepts and typography, strong visual representation and grammar skills) Over 80% of students achieved a	Met	Based on results from this year, improvements will include strategies for students to use to market themselves after graduation, using new avenues like social media. Plans for improvement will also provide more examples of past successful student

CMS Software-Content Management Software).			2.0 or higher in each of the four components.		portfolios and contemporary design work, as well as guest speakers from the industry.
SLO 3 - Students will be able to utilize strategies for entering the workforce including preparation of a professional portfolio.	Strategies assessed by evaluating portfolios developed in IMD 270 Professional Practices.	80% will receive a 2.0 or higher on their portfolio evaluation.	90% of the students performed with a 2.0 on the portfolio this semester.	Met	Results have shown a need for students to research, analyze, and report on example portfolios while starting the process of building their own for the semester project. Putting more class focus on these completed examples would be an improvement that would help students see what others before them have created--see what worked and what didn't work.

Plan Year: 2012-2013

Unit: Interdisciplinary Early Childhood Education

Coordinator(s): Maria Rutherford, Karman Wheeler, Jenny Jones

Reviewer: Jenny Jones

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to develop comprehensive lesson	Rubric assessment will	Using a rubric with 25 points	This year, the IEC Classes collected data from IEC 216, IEC 246, IEC 221, and IEC 291. The discovery was made in the fall, 2012 during IEC 246 that many students who had taken online classes had not experienced the BCTC Lesson Plan format. Therefore, the process of teaching the lesson plan had to be implemented from the beginning. There beginning		Build a BCTC Lesson Plan video to be used online. This video will be stored on the IEC

plans that meet industry standards with emphasis on Lesson Plan Assessment.	focus on the 200 level classes.	possible, lesson plans evaluated in IECE 291 with an acceptable score of at least 21 in IECE 291.	scores at the start of the semester were low (16/25 points) . However, by the end of the semester the average score was 23 / 25 points. The average score in IEC 291 is 23 / 25. IEC 291 has 17 diploma graduates. Out of the 17, seven students have been totally online in their IEC degree. Because of this,they had never been introduced to the BCTC IEC Lesson Plan format.	Met	Website. I will begin to refer students to this choice when they are placed in IECE classes.
SLO 2: Students will demonstrate the ability to employ effective classroom management skills.	Clinical Observation using KTIPP IECE Performance Form with a rating rubric in IEC 291.	90% of the students graduating will be rated competent based on the rubric.	The BCTC KTIP Form was introduced to in Spring, 2013. The results were amazing among the IEC 291 students. All students are ranked competent but struggled in the area of assessment: Pre and Post Data Analysis.	Met	To develop a rubric and assignment prior to KTIP Form to help students master the Pre and Post Data Analysis.
SLO 3: To observe, document, and assess progress to support young children, families, and programs.	In IEC 170, the use of the Data Analysis Improvement Plan will be used.	All students in IEC 170 will score 85% on the Data Analysis Improvement Plan.	IEC 170 : Observation and Assessment in Early Childhood Ed Programs was cancelled due to low enrollment at the Lawrenceburg Campus	Not Met	As the coordinator, I have been in conversations with IEC faculty across the system to collaborate on effective ways to teach this course online.

Plan Year: 2012-2013

Unit: Medical Assisting & Phlebotomy

Coordinator(s): Karman Wheeler, Martin Baxter, Kimberley Blair

Reviewer: Martin Baxter

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 3 - Graduates will be able to recognize administration routes	1. Skill Rubric 2. Components on written	1. Skill Rubric - 90% of students will score 75% or above on medication administration rubric.	More than 90% of students achieved this goal, scoring 75% or above on their first attempt. In addition (and based on suggestions from		To reach a full 100% achievement based upon medication administration we will increase hands on experiences in 2013-

and sites, and administer medications prescribed by physicians.	exam related to administration routes and sites. .	2. Written exam/ 75% or higher on questions related to administration routes and sites.	2011-2012), the students improved their patient interview skills (asking patients about allergies) and worked on their tentativeness towards injections.	Met	2014. This will include administration routes and sites, the administration of medications, and developing confidence in needle entry.
SLO 2 - Students will perform CMA clinical task, including fundamental procedures (e.g. sterilization techniques, quality control, dosage calculations, and practice standard precautions), specimen collection, diagnostic testing and patient care.	1. CMA (AAMA) National Exam 2. practicum evaluation on clinical components.	1. CMA - 90% of students will score a passing score on the clinical portion. 2. 3 or higher on a 1-5 scale. Practicum evaluation components related to fundamental procedures identified in this outcome.	1. 16 out of 17 students passed the clinical component of the national exam. (94.1%) 2. All students received a three or higher on Practicum Evaluation. it is noted however, that clinical sites recommended more hands on related to diagnostic procedures.	Partially Met	Pending results for 2013. results should be in in August for class of 2013 More hands on experience for diagnostic procedures will be incorporated and evaluated in college lab.
SLO 1 - Graduates will be able to demonstrate administrative skills necessary for entry level medical assistants.	Skill Rubric on administrative procedures administered during fall 2012 Written examination administered related to administrative procedures. (focusing on front office and Electronic Medical Records)	Ninety percent of graduates will be able to demonstrate acceptable levels of entry level skills based on the administrative portion of the CMA (AAMA) National Certification Exam. the target level of achievement is 10% over the 2011-2012 score. 90% of graduates will achieve a target score of. (to be determined)	(90% of graduates will achieve a target score of 500 or better). About 88% of the graduating class of 2012 achieved this level and 12% not able to achieve entry level scores.	Partially Met	Continue to improve hands on techniques as well as more classroom activities to increase the knowledge of medical administration and Electronic Medical Record.

Plan Year: 2012-2013

Unit: Medical Information Technology

Coordinator(s): Sharon Breeding, Karman Wheeler, Jenny Jones

Reviewer: Jenny Jones

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
			BCTC's OST 295 had 35 students enrolled. The		Based upon advisory committee recommendations, this will remain a strong outcome for our

<p>SLO 1 - The students will be able to greet patients in a courteous manner with self-confidence and professionalism.</p>	<p>The internship assessment of "self-confidence" and "greeting patients" on the last two-week time sheet from their internship will be used.</p>	<p>Evaluation form submitted by the supervisor at the end of the semester. Ninety percent of the students will score "good" or "excellent" on the final time sheet in the identified areas.</p>	<p>evaluations from the "employer" has been great. Out of the 35, there were 3 students that received good on the self-confidence and greeting patients. All others received E (Excellent) in all the categories. 91% average.</p>	<p>Met</p>	<p>students. Using this as a strength for our graduating students, we will expand to more employment search development skills. With the upcoming MIT 295 class Fall 2013, the students will develop strong resumes and cover letters, different approaches to seeking a position, and ethics.</p>
<p>SLO 2 - Students will be able to prepare medical business documents and forms, incorporating proof reading techniques into their preparation of the documents.</p>	<p>In MIT 106, components of the final exam related to proof reading, understanding and preparing medical business documents and forms will be used.</p>	<p>95% of the students will score at least 75% on the sections identified: proofreading and punctuation. 80% will obtain a score of 80% or higher on the evaluation of their pathology reports.</p>	<p>38 of the 60 students received at least an 80%. This is only about 63%. We need to continue working with the formatting and completing reports according to the model reports that are used. Proofreading and grammar has been stressed and there seems to be at least an improvement with the students. Probably still around 63%.</p>	<p>Partially Met</p>	<p>For the transcription classes, there will be additional proofreading activities assigned. Grammar will be stressed and tested. Spelling will be added to the weekly assignments. We will continue to stress the proofreading activities and spelling for each week. The students are able to transcribe the medical reports - just not proper grammar or spelling.</p>
<p>SLO 3 - Graduates will demonstrate proficiency in the use of CPT and ICD-CM coding systems in entering and/or processing medical insurance claims.</p>	<p>1. Sections on the final exam related to CPT and ICD-CM coding systems and processing medical insurance claims will be used.</p>	<p>1. 95% of the students will score at least 70% on the sections identified in the final exam. 2. 70% of the students taking the APAC coding exam will pass the exam.</p>	<p>December exam - 4 students took the national exam. Three of the students passed and received their certified coder credential. There will be an exam during the months of June and July for the remainder of the students to take the exam.</p>	<p>Not Met</p>	<p>Student will be offered the test preparation classes. MIT 219 has been created for preparing for the national exam. MIT 219 will be offered during the fall 13 schedule.</p>

Plan Year: 2012-2013
Unit: Nuclear Medicine
Coordinator(s): Charles Coulston, Karman Wheeler, Martin Baxter
Reviewer: Martin Baxter

	<p>Measure(s)</p>				
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Objective or Outcome	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Graduates will be able to perform quality control procedures for the dose calibrator with an emphasis on math skills related to quality control data.	1. Clinical Rotation Evaluation 2. Quality Control Questions on the final exam.	Two assessments will be utilized: 1. Clinical Rotation Evaluation - 90% of the students will receive a satisfactory rating on the Clinical Rotation Evaluation - Quality Control 2. Final Exam (Quality Control Questions) - Students will be answer 3 out of four quality control questions on their exam correctly.	1. Three of the 3 first-year students (100%) received a satisfactory rating (3 or higher on a scale of 5) on the clinical evaluation for the first 10-week clinical assignment. 2. Three of the 3 students (100%) also answered 3 of the 4 questions regarding dose calibrator quality control correctly on the written exam.	Met	This learning outcome has been monitored through 2 assessment cycles. A new, different outcome will be evaluated in the next cycle.
SLO 2 - Students will demonstrate proficiency in providing patient care as demonstrated by explaining procedures during the study.	Clinical Rotation Evaluation Form	Clinical Rotation Evaluation Form - 90% of students will score a two or higher (1-3 scale) on the evaluation form in this specific area.	Three of the 3 first-year students (100%) and 5 of the 6 second-year students (83%) received a score of 3 or higher (on a scale of 5) on the clinical evaluation for that evaluated students' performance of clinical procedures. This is a total of 89% for all students.	Met	This learning outcome has been monitored for the past 2 assessment cycles and is being met successfully. A new learning outcome will be chosen for the next assessment cycle.
SLO 3 - Students will use critical thinking/problem solving skills to adapt protocol of procedures to meet the patients study needs.	Clinical Rotation Evaluation Form - 90% of students will score a two or higher (1-3 scale) on the evaluation form in this specific area.	All students will score a two or higher (1-3 scale) on the evaluation form in this specific area.	Three of the 3 first-year students (100%) and 5 of the 6 second-year students (83%) received a score of 3 or higher (on a scale of 5) on clinical evaluations that rated the students performance of patient imaging studies. It is difficult to evaluate the degree to which students adapted procedures to the patients needs because the evaluation instrument was revised a year ago and this items is not as specific on the new form.	Partially Met	In conjunction with the 4 clinical procedures classes (NMI 140, 160, 240, 260), the instructor will develop student scenario/exercises as assignments where the patient indication, medical history, physical condition, or physician request would require a change or adaptation of the routine imaging procedure for the student to respond to in writing. This learning outcome will continue to be monitored. A more specific item for student evaluation will be restored to the form to gather more data on this

					outcome.
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Plan Year: 2012-2013
Unit: Office Systems Technology
Coordinator(s): Jamie Clark, Karman Wheeler, Jenny Jones
Reviewer: Jenny Jones

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Graduates will be able to format word documents.	Project that includes a final document produced in Word. In OST 240 - Students completed project. The instructors will use a rubric to evaluate. 1 Poor 2 Passing 3 Average 4 Excellent Items to be evaluated: 1. Formatting on word documents	Students will score an average of 3.5 using the four point rubric.	85% of students scored either Average or Excellent.	Met	Continue to use OST 105 to prepare students for advanced work in OST 240. Use more lecture time combined with hands on tasks to help students learn and retain.
SLO 2 - Students will be able to create formulas in excel to effectively solve problems.	In OST 240 - Students will be given projects to evaluate their ability to create the correct formula for problems encountered.	Students will be measured on a four point rubric, evaluating the projects on the correct formulas utilized to solve the problems. Average score will be 3.5.	47% of students in OST 240 got an average of 3.5 or better.	Partially Met	Spend additional time reviewing Excel formula material initially learned in OST 105 to increase student knowledge.
SLO 3 - Students will be able to apply critical thinking skills to perform search strategies and evaluate information using the internet and the world wide web (Technical Core Competency # 3)	Faculty evaluation of capstone project in OST 220 using a 50 point rubric.	All students will score 40 out of 50 points.	92% of students scored 40 out of 50 points	Met	Continue to add new tasks to challenge students.

Plan Year: 2012-2013
Unit: Practical Nursing
Coordinator(s): Evelyn Grigsby, Maureen Topley, Karman Wheeler, Karen Mayo, Susan Hayes
Reviewer: Susan Hayes

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps

SLO 1 - Design a plan of care to meet patients needs.	Evaluation at practicum	90% of students completing practicum will have developed a satisfactory care plan, evaluated by clinical instructor	100% of practicum completers produced a satisfactory care plan in collaboration with their practicum advisors and preceptors.	Met	Continue to incorporate care planning instruction throughout the program and integrate theory to practice concepts in collaboration with clinical instructors.
SLO 2 - The PN graduate will demonstrate critical thinking skills by being able to make reasonable clinical judgments through the use of the nursing process.	Utilize the critical thinking components of the PN Final Clinical Evaluation Form.	80% of PN students will achieve a satisfactory rating on the critical thinking components of the PN Final Clinical Evaluation Form.	By this point "most" (over 80%) of students are demonstrating entry level critical thinking skills although it is of note that sometimes interpretation of this skill may vary between preceptors. Overall practicum advisors and preceptors are well pleased with our students in regards to critical thinking.	Met	The program will emphasize critical thinking in the program with the inclusion of "evidence based practice" concepts.
SLO 3 - The PN graduate will be able to practice safe administration of medications, including at the clinical sites.	Component of the Final Clinical Evaluation Form that relates to administration of medications and safety.	98% of students will practice safe administration of medications based on the Implementation section of the Final Clinical Evaluation Form.	100% of practicum students, during this assessment period, practiced safe medication administration. There were no reported medication incidents.	Met	This is a learning outcome that will require consistent attention because nothing less that 100% is an acceptable outcome. Will continue to emphasize in the classroom and diligently assess for areas of weakness requiring intervention.

Plan Year: 2012-2013

Unit: Radiography

Coordinator(s): Robyn Potter, Sarajane Doty, Karman Wheeler, Martin Baxter

Reviewer: Martin Baxter

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 2 - Students will apply the principles of	Lab skills competency	All students will score 95% or	Students overall average was		Safety will be continue to monitor by the clinical coordinator. Due to student success

radiation protection to patients, self and others.	forms at clinical by clinical coordinator will be used.	higher on this portion of the Competency Skills Sheet in RAD1 211.	98.53% on this portion of the competency skill sheet in RAD1/IMG 211	Met	on this assessment for the last two years, a new student learning outcome will be identified by faculty for assessment in 13-14.
SLO 3 - Graduates will utilize critical thinking and problem-solving skills to assess patient condition and modify procedures accordingly.	Lab skills competency forms at clinical by clinical coordinator will be used.	Clinical competences for RAD1 211 with all students obtaining 95% or higher on this portion of the Competency Skills Sheet.	96.88% on this portion of competency skill sheet	Met	This will continue to be monitored by the clinical coordinator but after two years of student success faculty will identify a new student learning outcome for assessment 2013-14.
SLO- 1 Students will be able to evaluate and critique images.	The section of the ARRT exam related to Image Production and Evaluation.	ARRT over 7.9% in this section.	Students scored at 8.2% in this portion of the ARRT section.	Met	With a the new PAC system we seek will continous improvement in this area through increased availability and practice of utilizing the PACS system.

Plan Year: 2012-2013

Unit: Registered Nursing

Coordinator(s): Karen Mayo, Lise Roemmele, Dixie Webb, Karman Wheeler, Susan Hayes

Reviewer: Karen Mayo

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 -Students will be able to prioritize		HESI Exit exam student will obtain an 850 on manager of care category and collaboration/managing care. 100% of students will pass the care of a	HESI Exit exam Management of care category (Cooper) - 964; (Lawrenceburg) - 971 Care of the group clinical competency on first		The method of having preceptors evaluate nursing student's ability to prioritize care in the practicum gave a better response rate. Will continue to do that next year. Incorporate 60 second situational assessment beginning in the second semester of the nursing program.

<p>care. (#12 Establish priorities and organize nursing care in a timely and cost effective manner for a group of clients.)</p>	<p>Kaplan management of care exams (2 exams) and use the HESI exit exam category Manager of Care and Collaboration/Managing Care</p>	<p>group clinical competency on the first attempt. Graduate Exit Survey - 90% of students will self evaluate meeting the objective of managing care. Staff evaluation survey of BCTC ADN students: 90% of respondents will state that BCTC ADN students demonstrate an ability to prioritize care.</p>	<p>attempt: 100% on both campuses Graduate Exit Survey: 94% (Cooper) 100% (Lawrenceburg) felt they met the Management of care SLO Staff evaluation survey of practicum students: 100% of Cooper students evaluated students meeting this SLO</p>	<p>Met</p>	<p>Students will complete an assessment using the assessment tool, and report finding in post conference. Students would be able to state which patient in the group would they focus on first. Continue to encourage the management exams (2) prior to the HESI Exit exam. Implement care of a group (6) patients as a clinical check off in the final semester.</p>
<p>SLO 2 - Students will be able to think critically by demonstrating problem solving skills, analyzing interpreting creative expressions, resources and/or other data, integrating knowledge, and using logical thinking to draw conclusions (with emphasis on math fundamentals)</p>	<p>HESI exam Critical Thinking score, Nursing Process score, Fundamental Math score.</p>	<p>HESI Critical thinking, nursing process and math scores will be 850 or above. 100% of students will pass nursing medication exam in each nursing course. Staff evaluation - staff will rate students a minimum of 3 on a scale of 4 for nursing process and clinical decision making. Graduate exit survey - exiting students will state that they met the clinical decision making objective.</p>	<p>Cooper Campus HESI exit: critical thinking -920 nursing process - Assessment - 895; Analysis - 955; Planning- 917; Implementation- 926; Evaluation- 883 Medication calculation- 1137 Nursing staff evaluation of practicum students for nursing process and clinical decision: making - 100% (Cooper) of preceptors evaluated practicum students as meeting this SLO Graduate Exit survey - 96% (Cooper) stated they met this SLO Lawrenceburg Campus HESI exit: critical thinking -953 nursing process - Assessment - 967; Analysis - 990; Planning- 982; Implementation- 933; Evaluation- 898 Medication calculation- 1114 Nursing staff evaluation of practicum students for nursing process and clinical</p>	<p>Met</p>	<p>Implemented new medication calculation exam that involved reading of medication labels. HESI scores improved to 1137. Continue with this new testing. Continue with incorporating two medication calculation fill in the blank test items for each nursing exam. Plan to incorporate the use of concept maps starting in the third semester. This will replace the traditional nursing care plans. All adjunct faculty will be oriented to concept maps and the rubric grading. Will evaluate critical thinking category on the HESI</p>

			decision making - xxx Graduate Exit survey - 94% (Lawrenceburg) stated they met this SLO		exam to see any improvements.
SLO 3 - Graduates will synthesize principles of therapeutic communication to effectively relate with individuals, families, groups and/or colleagues of diverse sociocultural backgrounds in various health-care settings	HESI exit exam therapeutic communication score, clinical competency skill check-off for therapeutic communication with clients with psychological interferences. Process Recordings grade Graduate Exit Survey Staff Evaluation of BCTC ADN students	Students will score a 850 on therapeutic communication category 100% of students will pass therapeutic communication clinical competency. 100% of students will complete a process recording on a client with a mental health alteration with detailed examples of therapeutic and non-therapeutic communication techniques. 90% of students will feel that they met this learning objective Staff RN will score students a 3 on a scale of 4 for communication techniques.	HESI therapeutic communication category: Cooper: 903 Lawrenceburg: 904 Communication clinical competency - 100% of students passed this competency Process recordings completed with all mental health clinical groups Exit Survey: 95% (Cooper) 88% (Lawrenceburg) stated they met this SLO Staff Evaluation of Practicum students: 100% (Cooper) preceptors evaluated practicum students as meeting this SLO	Met	Students are consistently achieving this outcome on HESI and course exams. Continue with process recordings in the mental health clinical rotation. Incorporate I-SBAR communication technique in all patient simulations beginning with the Fundamental of Nursing course.
SLO 4 - Demonstrate clinical competence when providing care (#6)	HESI Exit Exam Therapeutic nursing interventions, Patient-centered care (Safety and Quality). Fourth semester students will demonstrate competency on all 4 selected nursing skills Staff Evaluation Survey - performance of fourth semester clinical skills	HESI exit exam - students will obtain a score of 850 on therapeutic nursing interventions category and patient-centered care category. 100% of students will satisfactory skill check off on the competency skill evaluation Nursing Staff will evaluate student a score of 3 on a scale of 4 for performance of clinical skills.	HESI exit exam - therapeutic nursing interventions and Patient-centered care: Cooper: therapeutic nursing interventions - 916; patient centered care(Safety & Quality) - 935 Lawrenceburg: therapeutic nursing interventions - 957; patient centered care (Safety & Quality) - 949 100% students pass competency skill check off at both campuses Nursing staff evaluation of practicum students: 100% (Cooper) of preceptors evaluated practicum students as meeting this SLO	Met	Students consistently meeting this SLO. Incorporate staff work-arounds assignment. Students will be required to observe one identified procedure in a semester and evaluate nurse performance of procedure and if there was any deviations from hospital policy and procedures. The students will report their findings in post-conference.

Plan Year: 2012-2013

Unit: Respiratory

Coordinator(s): James Matchuny, Martin Baxter, Karman Wheeler

Reviewer: Martin Baxter

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO1- Graduates will be able to "Remove Bronchopulmonary Secretions" (3C) and "Initiate, Conduct Pulmonary Rehab and Home Care" (3K)	CRT and WRRT graduate exam.	At or above the national average on categories □ 3C. Remove Bronchopulmonary Secretions and 3K □ Initiate, Conduct Pulmonary Rehab and Home Care □.	Performance on category 3C remains at 91% which is below the national avg. Category 3K has increased above the national avg. (119%)	Partially Met	Bronchial hygiene protocols using case studies have been incorporated into the RCP 122 course to improve category 3C. Category 3K is complete.
SLO2- Graduates will be able to "Collect and Evaluate Additional Pertinent Clinical Information" (1B) and "Recommend procedures to obtain additional data" (1C)	WRRT exam.	At or above the national average on categories 1B and 1C.	1B is now above the national avg. (103%) 1C is now above the national avg. (111%)	Met	Continue the strategies incorporated to address NBRC exam categories 1B and 1C. Specifically students will be required to turn in at patient reports to their clinical instructor. A patient report similar to group patient presentation/grand rounds format will be turned in to the Director of Clinical Education and be used as part of the student's clinical grade.
SLO3- Graduates will be able to "Perform quality control procedures" (2C).	NBRC exams.	At or above the national average.	Performance on category 2C improved from 85% last year to 95% of national avg.	Partially Met	It is felt that this content is covered throughout the curriculum especially in the RCP 140 course which has PFTs and ABG analysis and the mechanical ventilation courses. A unit of material will be incorporated into the respiratory care seminar course, including testing with more sample NBRC type questions, to improve graduate performance on this content.

Plan Year: 2012-2013
Unit: Surgical Technology

Coordinator(s): Kevin Craycraft, Martin Baxter, Karman Wheeler

Reviewer: Martin Baxter

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Students will be able to demonstrate safe, non-sterile pre-op environment.	This assessment will be based on the first five tasks on the Mock Surgery Competency Evaluation on pre-op competencies in the student laboratory.	Eighty-five percent of the students will score 14 out of 18 points on the first five categories on the Mock Surgery Competency Evaluation rubric.	This year 17 out of 18 students (94.45%) achieved the 14 out of 18 points in the non-sterile task. The average score was 16.39. Thus achieved the Eighty-five percent of the students will score 14 out of 18 points on the first five categories on the Mock Surgery Competency Evaluation rubric.	Met	Based on the findings of the last three years (two met and one fell short of the target goal), I plan to continue this assessment and further emphasize the non-sterile task being evaluated and providing more hands-on practice. The program faculty reworked and lecture and lab time as to provide the more lab experience than previous classes. Lastly, I think that the target of 85% is a high benchmark and reflects the expectations of the program.
SLO 2 - Students will be able to gown, glove, set-up the back table and mayo stand correctly for basic surgical procedures (e.g. breast biopsy).	Mock Surgery Competency Evaluation regarding the student's ability to gown, glove, set-up the back table and mayo stand correctly and quickly for basic surgical procedures (e.g. breast biopsy).	1. 90% of the students will get 12 out of 16 on categories 5-8 on the Mock Surgery Evaluation tool. 2. 70% of the students will be able to gown, glove, set-up the back table and mayo stand within 15 minutes for a basic surgical procedures (e.g. breast biopsy).	1. 100% of the students (18 out of 18 students) achieved the 12 out of 16 points available on categories 5-8 on the mock surgery evaluation. Average score 14.1. 2. 100% of the students (18 out of 18 students) achieved being able to gown, glove, set-up the back table and mayo stand within 15 minutes for a basic surgical procedures (e.g. breast biopsy). Average time 10mins.	Met	Based on these findings, in the future I plan to continue the assessment that evaluates the students get 12 out of 16 on categories 5-8 on the Mock Surgery Evaluation tool. I also plan to continue the goal of being able to gown, glove, set-up the back table and mayo stand within 15 minutes for a basic surgical procedures (e.g. breast biopsy). I also plan to provide more lab time in order for the students to do more setups prior to the graded mock surgery evaluation. I would like to find these results repeatable in concurrent years.
	The surgical instruments				I plan to continue this

SLO 3 - Students will be able to identify surgical instruments used in the Operating Room.	will be displayed on the classroom desk at 10 separate stations, of which the students will rotate from station to station with approximately 2 minutes to identify the 10 instruments at each station.	85% of the students will be able to identify 90% of the instruments in the lab setting component of the final hands-on instrument examination.	The average scores on the final hands-on exam was found to be 97.39%. This target was achieved. 16 out of 17 students scored 90% or higher on the exam resulting in a 94.11% of the class scored 90% or higher.	Met	assessment in the future and introduce more surgical instruments, providing a detailed view (using a document camera) when introducing/comparing instruments and provide more hand-on time with the instruments to the student prior to clinical experience.
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Plan Year: 2012-2013

Unit: Welding

Coordinator(s): Karman Wheeler, Bobby Coffey, William Franklin

Reviewer: William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
SLO 1 - Graduates will demonstrate problem solving skills in repairing weldable materials.	Lab rubric designed to access problem solving skills related to repairing weldable materials.	80% of the students will score 3 or higher on the 5 point scale	85% of students scored at least a 3 or higher on the assessment	Met	Students will be provided additional lab time to increase their problem solving skills relating to repairing weldable materials
SLO 2 - Student will be able to apply knowledge of forming, fitting, and welding processes with emphasis on math calculations and troubleshooting welding processes.	Capstone Project to apply knowledge of forming, fitting and welding processes, using AWS Structure Standard evaluation rubric (scale 1-10)	All students scoring at least 70% (7.0 on rubric scale).	All students scored well over 80% on the capstone project for the end of course assessment.	Met	There will be additional projects for students to apply their knowledge and skills acquired from blueprint courses. This will allow them to further enhance their math and troubleshooting skills while using various welding processes.
SLO 3 - Graduates will be able to use blueprint reading skills required in the welding profession.	Fabrication project - Students will use their skills learned to read blueprints as they relate to the fabrication project. This is the last assignment for the fabrication project.	Less than 20% of the students will receive a "not complete" or "needs improvement" on the last assignment of the fabrication project.	80% of students applied their blueprint skills in relation to fabrication to successfully pass the final fabrication project	Met	Based upon feedback from students. Additional lab time will be provided for students to review and revise their blueprints in order to increase their skills relating to fabricating the final

				project.
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