

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>AIR CONDITIONING TECHNOLOGY</b>						
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.	86% of students met the goal, 7% succeeded with a score above 70, and one student or 7% was not successful	Partially Met	The system is working, the results are skewed due to the performance of two students. As noted before, attendance/participation is necessary to be successful in developing the necessary skills in reading schematics and troubleshooting. This outcome has been assessed for the last 3 years and faculty will continue to focus on identifying students having problems with schematics while emphasizing the importance of participation. It will continue to be monitored, however a new outcome will be identified for assessment in 2014 - 2015.	Nov.
SLO 3 - Student will be able to calculate heat load reduction and duct design (constant std. pressure method) that includes green energy.	Heat load calculation and duct design assessment project with 90% of students 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 - 90% of the students will score 75 points or higher.	Of those students maintaining appropriate attendance 91% scored 75 points or higher.	Partially Met	Students meeting appropriate attendance standards have met this outcome for the last two assessment cycles. A new outcome will be identified for assessment in 2014-2015.	Apr.

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SLO 1 Graduates will be able to construct various types of electrical circuits.	Evaluation of Project: Air Conditioning and Heating System Board Mock Up	90% of students will build a Board properly functioning on first attempt.	Measure was successful with all students showing progress. One student was unable to make the system operational on first attempt.	Partially Met	Continue to stress (increased emphasis in lab, lecture, and computer simulation) electrical knowledge as a primary and necessary function of this trade. In 2014-2015 faculty will focus on the utilization of volt/ohm and amp meters to diagnose electrical components with 90% of students scoring 69% or higher on ESCO.	Nov.

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ARCHITECTURAL TECHNOLOGY						
<p>In ACH 110 – Survey of the Architectural Profession – through group discussion both in-class and electronically, students will be able to prepare brief analysis of concepts discussed in the textbook both in writing and verbally</p> <p>Applicable program competency: Analyze architecture utilizing aesthetic principles and conceptual building organizations.</p>	<p>Faculty Evaluation/rubric</p>	<p>All students will score 75% or better on rubric that will judge their ability to understand the area of analysis, correctly format their analysis, and to actively participate in group discussions.</p>	<p>Each student scored higher than 75% using the rubric. The lowest score was 80% and the highest was 110% (via extra credit).</p>	<p>Met</p>	<p>I will continue to use these same reading assignments and enhance them by requiring students to find images beyond those in the textbook of the architecture begin analyzed and to insert those images into the Blackboard discussions. These reading assignments will hopefully form the foundation of the textbook analysis portion of a future on-line section of this course.</p>	<p>Apr.</p>

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<p>In two sections of ACH 170 – Theory and History of Architecture II - students will be able to recognize major historical influences present in selected examples of modern architecture. Applicable program competency: Apply architectural historical concepts and theories to building designs.</p>	<p>Faculty evaluation</p>	<p>All students will be able to recognize 75% of the historical influences.</p>	<p>Students were asked to identify the architectural style or movement that five different regional buildings best represented. Five different images of those regional buildings accompanied the written format. Sixteen students were administered the test. The test results yielded an average of 80%. That is, of the scores tallied, the mean score was 80%. Put another way, the students tested could associate a particular style of architecture with a regional building 80% of the time.</p>	<p>Met</p>	<p>From these outcomes, papers and presentations will continue to be assigned on local and regional buildings to the students in order to help them internalize and apply the principles and characteristics of different architectural styles to buildings not specifically covered in the class.</p>	<p>May</p>

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<p>In ACH 100 – Construction Documents I - students will conduct research on emerging technologies related to residential construction and correctly incorporate that information onto construction drawings. Applicable program competencies: Produce construction documents for residential and commercial structures utilizing hand drafting and current computer-aided drafting technology Apply the results of research of a variety of information sources to building designs.</p>	<p>Faculty Evaluation/rubric</p>	<p>All students will score 75% or better on rubric that will judge their ability to find appropriate research topics, correctly relate the research to their construction drawings, and accurately convey the research using proper construction language and drafting techniques.</p>	<p>All students scored 75% or better on rubric.</p>	<p>Met</p>	<p>Continue to develop the research component in the ACH 100 class, and also expand additional research activities in the next studio course - ACH 150 - to build on what is learned in ACH 100.</p>	<p>Apr.</p>

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<b>AUTOMOTIVE TECHNOLOGY</b>						
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.	100% of the students scored 85% or better on the performance test.	Met	The additional lab time will be maintained as a result of the improved student scores of the performance test. This has been assessed for two years and will developing a new assessment plan for 2014/2015.	Apr.
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 80% or higher on the lab performance test for valve adjustments.	100% of the students scored 90% or better on the lab performance test.	Met	The additional time to practice valve adjustments will be maintained. A new outcome will be assessed in 2014/2015.	Apr.
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.	95% of the students were able to accurately align vehicles based on the Performance Exam.	Met	Continue to provide handouts and more practice time on the alignment system. A new outcome will be assessed in 2014/2015.	Apr.

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<b>BIOTECHNOLOGY</b>						
SLO 2 - PLO # 12 - Students will be able to perform documentation and data analysis, create documents, and communicate results.	Pre- and post-lab reports will be assessed for proper documentation, critical analysis of data, effective use of visuals (graphs, tables, etc.), and clear interpretation of results.	90% of students will demonstrate effective documentation, data analysis, document creation to visually communicate results, by scoring 80% or better on pre- and post-lab reports. Instructors will use a grading rubric to assess competency.	After evaluating pre- and post-laboratory reports 90% of students have demonstrated effective documentation, data analysis, and document creation by scoring 80%.	Met	Based on 3 cycles this measure was achieved by all students, and as such will remain in the curriculum without changes.	Apr.
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) with less than 30% error. 2. Storage - Rubric for storage and preparation	90% of students will be able to prepare solutions with less than 30% error as measured by solution conductivity, and then properly store and label the solutions as per rubric.	Student's demonstrated improvement since cycle 2 while preparing solutions that had less than a 30% error rate as measured by solution conductivity. However, this still seem to be a difficult technique to master within one training year.	Met	This objective has been met but more practice and instructions will need to be developed in order to allow the student more hands on training.	Apr.
Students will be able to follow SOPs, protocols, and procedures.	Student laboratory notebooks will be assessed for inclusion and completeness of SOPs, protocols, and procedures, using established rubrics.	90% of students will score at least 80% on components relating to SOPs, protocols, and procedures as assessed by rubrics.	This has been met. More than 90% of students has scored greater than 80% on this objective.	Met	New learning objectives will include more interpretation of the data, also, students will incorporate additional critical thinking.	Apr.

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<b>BUSINESS, MARKETING AND MANAGEMENT</b>						
SLO 3 - Demonstrate an understanding of the functions of management - planning, organizing, leading, and controlling.	MGT 284 students will complete the post-test for Core Competencies in Business Management and Marketing.	MGT284 students taking the post-test will score at least 10 points (20%) higher on average than MGT160 students taking the pre-test. 70% of the students will respond to questions related to the functions of management with 60% accuracy.	The average score on the posttest was 62.88%. After adjusting for testing issues the average score was 66.98%. Either score compares favorably with the pretest average of 43%. Of those taking the posttest, 61.9% scored at the target of 60% or better which was a little less than the goal of 70% scoring at that level. However there was a large group of students scoring just below the target score. Overall this meant that 85.7% of the students scored 57.78% or better. This means that the goal was met in overall terms, but there is still room for improvement.	Met	Areas that caused a lot of trouble for students included topics in accounting, economics and business law. Therefore we will work on course material to ensure that students gain a better understanding of these areas.	Apr.
SLO 3 - Demonstrate an understanding of the functions of management - planning, organizing, leading, and controlling.	NOCTI exam	At least 50% of students taking the NOCTI Management exam should score at the national average or above.	The average for BCTC students taking the NOCTI was 78.0% which compares favorably to the national average of 75.2% or the state average of 74.2%. This is possible because 70% of BCTC students scored at or above the national average.	Met	Continue to emphasize challenging courses as a way to improve the overall academic performance of students.	Apr.



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SLO 1 - Demonstrate an understanding of the current financial instruments and financial institutions used in Real Estate transactions.	A mandatory quiz on real estate finance will be administered in during the Spring 2014 semester.	The achievement target is: 75% of students will score 70% or higher on the finance quiz.	Of those students taking the finance quiz, 77.5% scored at the 70% level or better.	Met	Continue to emphasize the importance of these financial concepts for real estate students.	Apr.
SLO 2 - Demonstrate an understanding of successful promotion techniques to attract customers.	Using a rubric for evaluation, MKT 290 students will complete an assignment related to promotion techniques.	80% of students will score 70% or higher on the assignment.	100% of the students completing this assignment scored at the 85% level or better.	Met	This assignment made it clear that students had some difficulty with creating advertisements. Therefore in the future faculty will spend more time with students on the process of creating advertisements. In addition, students will be provided with more examples of what constitutes good and bad advertising.	Apr.
SLO 2 - Demonstrate an understanding of successful promotion techniques to attract customers.	NOCTI exam	At least 50% of students taking the exam should score at the national average or above.		Not Assessed in this Cycle	Students in this area usually earn the AAS in Management as well and as a result do not take the NOCTI exam for marketing. Therefore this will be discontinued as a measurement tool.	Apr.

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<b>COMPUTER AIDED DRAFTING AND DESIGN</b>						
CAD/SLO 1 - (Program Learning Outcome 7) Students will be able to perform geometric construction.	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).	Students will be able to score at least a 3 on their module or group of assignments.	All of the students scored three or higher on the rubric assessing their assignment(s).	Met	This outcome will be modified in 2014-2015 with focus on parametric modeling using two dimensional drawings to create a three dimensional model.	Dec.
CAD/SLO 2 - (Program Learning Outcome 23) Students will demonstrate knowledge of geometry.	Related questions on their final evaluation. Students will be able to define and comprehend geometry based on this component within their final evaluation (exam).	Students will successfully complete 60% (3 out of 5) of the questions related to this component on their final evaluation.	11 out of 13 students successfully completed 3 out of five questions related to knowledge of geometry on their final exam.	Met	Based on the results, in 2014-2015 the focus will be on trigonometry.	Dec.
CAD/SLO 3 (Program Learning Outcome 28) - Students will be able to create working drawings.	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).	75% accuracy of completing the drawings with the evaluation to include evaluation of each drawing within the set of drawings.	All of the students scored 75% or higher on their set of drawings.	Met	More emphasis will be placed on teamwork in developing drawings.	Apr.

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<b>CIVIL ENGINEERING</b>						
CET/SLO 1 - Students will be able to interpret land surveying data.	Collection of data in the field evaluated for creation of drawing within industry accepted error. The error is variable depending on the class of survey.	70% of the graduates will be able to create a drawing meeting industry specs as it they relate to acceptable error based on the industry's standardized classification survey.	All six students scored over 70% on creating drawings meeting industry standards.	Met	This outcome has been assessed in two assessment cycles. Based on students' success, a new outcome will be identified for 2014-2015.	Dec.
CET/SLO 3 - Students will demonstrate knowledge of drainage areas.	Practical project exercise (final project in 2nd year class).	All students will demonstrate 75% accuracy on their final project exercise.	The course this outcome was going to be assessed in was cancelled. It was not assessed this year and will be rolled over for assessment in 2014-2015.	Not Assessed in this Cycle	Assess in 2014-2015	Apr.
SLO 2 - Design a typical highway through planning surveying and mapping.	Capstone Project in CET 280. The project will include quizzes, participation, discussion, and written plan. A rubric that will be developed by the instructor will incorporate all of the various methods of measurement.	Once the rubric has been established, the acceptable levels for success will be identified by the faculty. Based on the instructors' assessments, student will score 90% or higher.	All six students scored 80% or higher.	Partially Met	One of the primary problems relates to attendance with not enough attention to requirements. At the beginning of the school year, emphasis will be placed on the requirements and the importance of attendance.	Apr.

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<b>COLLISION REPAIR TECHNOLOGY</b>						
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), and SP2 with all students scoring 75% or higher. Students awareness will be assessed using two testing instruments: HMIS classroom and SP2 online	100% of the students taking CRT 100 will pass with a score of 75% or better using SP2 online testing on health and safety in the workplace. 100% of the students will score a 75% or higher on HMIS paper and pencil tests given during classroom lectures.	100% of the students taking CRT 100 scored 75% or better on the SP2 exam. 100% of the students scored above 75% on HMIS.	Met	Students understanding and application of safety standards must always be in the forefront of all other student learning outcomes. It will continued to be monitored by faculty throughout the program and all courses and labs. This outcome's achievement target has been met for the last three assessment cycles. While faculty will continue to monitor students' understanding and application of safety throughout the program, a new program outcome will be included in the 2014-2015 assessment plan.	Dec.
Students will be able to analyze and repair structural damages.	Students will be given a project lasting 6-8 weeks requiring analysis and repair. A rubric, based on industry entry standards will be used to evaluate the project.	75% of the students will successfully meet industry entry standards based on the rubric evaluation.	100% of the students successfully met	Met	Students have successfully met this outcome for at least two assessment cycles, therefore a new outcome will be identified in 2014-2015	Apr.
Students will be able to analyze and repair non-structural damages.	Students will be given a project lasting 6-8 weeks requiring analysis and repair. A rubric, based on industry entry standards will be used to evaluate the project.	75% of the students will successfully meet industry entry standards based on the rubric evaluation.	100% of the students were able to meet industry standards for analysis and repair of non-structural damage	Met	Successfully met for at least two assessment cycles, a new outcome will be identified in 2014-2015.	Apr.

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<b>COMPUTER AND INFORMATION TECHNOLOGY</b>						
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.	<p>Note: Fall scores were not collected due to the move of the department. The request for this information was overlooked. 35/44, or 79.5%, of BCTC CIT students received a 80% or B or better in the CIT 291 class. We have NOCTI scores for the 40 BCTC CIT students that took CIT 291. The remaining 4 either withdrew or received an E in the class and did not take the NOCTI exam. The scores for NOCTI, according to nocti.org, show that the written portion of the Computer Technology test is 64.3. 36/40, or 90%, of BCTC CIT students met or exceeded this score.</p>	Partially Met	A system needs to be put into place for more accurate and timely reporting of project scores.	May

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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.	<p>Note: Fall scores were not collected due to the move of the department. The request for this information was overlooked. 35/44, or 79.5%, of BCTC CIT students received a 80% or B or better in the CIT 291 class. We have NOCTI scores for the 40 BCTC CIT students that took CIT 291. The remaining 4 either withdrew or received an E in the class and did not take the NOCTI exam. The scores for NOCTI, according to <a href="http://nocti.org">nocti.org</a>, show that the written portion of the Computer Technology test is 64.3. 36/40, or 90%, of BCTC CIT students met or exceeded this score.</p>	Partially Met	Put into place a system for reporting and collecting the communication and teamwork scores for the project in CIT 291.	May

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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.	<p>Note: Fall scores were not collected due to the move of the department. The request for this information was overlooked. 35/44, or 79.5%, of BCTC CIT students received a 80% or B or better in the CIT 291 class. We have NOCTI scores for the 40 BCTC CIT students that took CIT 291. The remaining 4 either withdrew or received an E in the class and did not take the NOCTI exam. The scores for NOCTI, according to nocti.org, show that the written portion of the Computer Technology test is 64.3. 36/40, or 90%, of BCTC CIT students met or exceeded this score.</p>	Not Met	Put into place a system for reporting and collecting the critical thinking scores for the project in CIT 291.	May

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<b>COMPUTERIZED MANUFACTURING AND MACHINING - DANVILLE</b>						
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 The method of measurement to identify if tolerances where met, was the use of Coordinate Measurement Machine. A program was written by instructor to measure the parts size and perpendicularity. Each Tolerance amount out on size = deduction of 5 pts Each tolerance out on perpendicularity = deduction of 5 pts	All students will score at least 90% based on functionality, usability, and finish of the final product. The level of accuracy required was .0002, on all sizes and perpendicularity on width of block.	The results had an average of 90 %, meeting all required sizes and tolerances	Met	This outcome has been assessed in three cycles. Machine calibrations along with having all of the chucks on the surface grinders and critical setup equipment reground will increase students' success. This has been accessed in three cycles with a new outcome identified for assessment in 2014-2015.	Dec.
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.	The method of measurement to identify if tolerances where met, was the use of Coordinate Measurement Machine. A program was written by instructor to measure the parts size and perpendicularity.	The level of accuracy required was .0002, on all sizes and perpendicularity on width of block.	The results had an average of 90 %, meeting all required sizes and tolerances.	Met	The improvement planed is to have all of the setup equipment reground and calibrated. Machine calibrations along with having all of the chucks on the surface grinders and critical setup equipment reground will increase students' success. This has been accessed in three cycles with a new outcome identified for assessment in 2014-2015.	



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SLO-2 Students will be able to setup and operate drill press and sawing machines to perform operations and hold tolerances that are required by the curriculum and national standards set by NIMS.	Evaluation Form - Students parts will be measured using metrology equipment to verify part print tolerances have been achieved.	All students will score at least a 85% on the evaluation form.	Students average of all parts produced and defined by print tolerances in course CMM 234 was 93.5 %, which was simply outstanding.	Met	We plan on extending the number of projects required that starts introducing 4 axis cutting on the edm. This will increase students abilities and job readiness.	Dec.
SLO 3 - Students will interpret machine tool working drawings, sketches, and part prints.	Students will be provided orthographic prints and find dimensions through questions and answers.	All students will have an average score 85% or higher on the assessment	Average score was 67%	Not Met	This was the first year offering this online. As a result of the results from this online delivery, it will be offered in person in the fall semester. Since this is the third assessment cycle, a new outcome will be identified for 2014-2015.	Apr.

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<b>COMPUTERIZED MANUFACTURING AND MACHINING -LEXINGTON</b>						
SLO 1 - Students will be able to successfully setup and operate CNC and conventional mills and lathes (program outcomes #5 and #10).	To produce a Turner's cube that includes a small radii on cube edges using six different planes. Rubric to evaluate the turner cube	Students will score at least 90% on the rubric used to evaluate the cube.	The students scored 100% on this years cubes.	Met	This outcome has been included in our assessment plan for the last three years. The students have been very successful in meeting our target level of achievement and we will identify a new outcome for the 2014-2015 Assessment Plan. We will continue to use this project as an assessment of the students ability to set-up and operate CNC machines because of the because of the multiple operations involved. This has proven to be a valid process practice project.	Oct.

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SLO 2 - Using critical 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.	The students achieved better than 90% on the evaluation form.	Met	This was a good project for teamwork and multiple parts working together. We are changing to another project next year.	Apr.
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.	The students achieved making all parts to blueprint tolerances.	Met	We are changing to different tasks next year for this class.	Apr.

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<b>CONSTRUCTION TECHNOLOGY</b>						
Students will be able to demonstrate an understanding of safe practices as they relate to OSHA regulations for scaffold safety.	OSHA 10 certification and class exam on scaffold safety and safety procedures for the use of guard rails.	80% of graduates will receive certification and successful completion of scaffold safety exam.	100 % of student's scored better than 90% on basic scaffold set up that did not include proper guard railing. Guard railing is not required for a one section set up. Each student had to individually set up one section of scaffolding.	Met	I was pleased with the results of a one section set up. I will now use these results to build on teaching guard railing and safety features which are OSHA required at higher levels.	Dec.
Students will be able to demonstrate an understanding of safe practices as they relate to OSHA regulations for scaffold safety.	Check List - Safety practices are an ongoing process I plan on physically observing students safety practices that relate to OSHA regulations. If a student is not following OSHA regulations that were taught in class I will address the issue by verbally questioning the student . If issue continues student will be required to spend extra time reviewing OSHA material.	98% of the students will successfully meet the checklist requirements and not require individual attention.	Over 98% of the students successfully met the checklist requirements and did not require individual attention related to safe practices.	Met	The biggest challenge is students understanding the concepts but are unable to apply them to actual work/lab settings. The instructor will continue to provide individual attention as needed.	May

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Students will demonstrate critical thinking and problem solving skills within construction technology.	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.	85% of the students will receive a 3 or higher on the 5 point rubric.	Target goal was achieved. Students were challenged to understand and utilize the process of designing a basic roof with uneven pitches.	Met	One of the biggest challenges is for students to understand the sequence of steps involved in developing roof pitches. Additional lab exercises related to the sequence of steps will be implemented to reinforce the sequencing concepts.	Apr.
Students will utilize and maintain commonly used hand and power tools.	1. Instructor's visual evaluation of the selection of tools for various projects as noted on the task sheet. 2. Power tools quiz.	1. All students will select appropriate tools and safety utilize them in the manufacturer's recommended use. 2. All students will score at least 90% on the power tools quiz.	Students met both achievement targets in being able to select appropriate tools with safe utilization and scoring over 90% on the power tools quiz.	Met	Will reinforce proper tool selection concepts as they relate to specific jobs.	Apr.

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<b>COSMETOLOGY AND ESTHETICS</b>						
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%.	Over 90% of the students passed (70%) the hair cut section of the mock board exam.	Met	The students have demonstrated success on the outcome for several assessment cycles. In 2014-2015 we will assess the students ability to demonstrate principles and techniques of salon and spa management.	May
Demonstrate the application of the technique of nail services both natural and artificial.	Use of check sheets	Students will earn a minimum score of 70% proficiency on check sheets for natural and artificial nail applications	All students earned a minimum of 70% demonstrating their proficiency in natural and artificial nail applications.	Met	We will enhance their ability in natural and artificial nail services with the application of more advanced techniques in 2014-2015.	Dec.
SLO - Students will be able to incorporate advanced facial procedural techniques that are used in day spas.	Given a model, a checklist will be utilized to evaluate techniques.	85% will have met all of the criteria of the given checklist.	90% of the cosmetology and esthetics student body achieved success in incorporating advanced facial procedure in facials that are given in day spas.	Met	In the fall of 2014, the cosmetology and esthetics faculty will advanced cosmetic artistry to the criteria for success in student learning for the 2014/2015 school year.	May

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Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>CRIMINAL JUSTICE</b>						
Students will demonstrate an awareness of ethical considerations in making value decisions.	A rubric will be used to evaluate student responses to 5 scenario based papers.	Students will average 20 of 25 points on the scenarios.	For essay 1, students averaged 22.40 points. For essay 2, students averaged 20.20 points. For essay 3, students averaged 21.63 points. For essay 4, students averaged 21.17 points. For essay 5, students averaged 19.37 points, this includes students who were enrolled but who did not complete the essay and scored zero.	Partially Met	While students performed well on the first 4 essays, their averaged slipped some on the last essay. I think this may be due to the fact that this assignment was based largely on a lecture given by an outside speaker on police internal affairs. If the students missed that lecture, then they would not have the materials to do well on the essay. In the future, providing those students who missed this lecture with the PowerPoint Material may be helpful to keep them caught up with the other students.	Dec.
Students will demonstrate an understanding of the three levels of the criminal justice system and how they are interconnected.	An essay component of last exam asking students to describe how the three levels of the criminal justice system work together to achieve its goals.	90% of the students will score 80% or above on this essay.	For the Fall 2013 semester, I had 41 students complete this portion of the final exam. Only 8 students scored less than 80%. So, 94.87% of students scored an 80% or above on this essay. For the Spring 2014 semester. I had 97% of students score an 80% or above on this portion of the exam.	Met	For Fall 2013, based on my assessment of those who scored less than 80%, it appears that all of those students had poor attendance, which may account for missing lectures that address this issue specifically. In the future I could incorporate essay questions on each exam that would address 1/3 of this question, so that at the end of the semester, students are able to then incorporate all three portions into one longer essay. Based on this calculation, I believe the measure could be that 90% of students will score a 90% or better on this portion of the exam.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
Students will utilize critical thinking skills to make connections in learning across disciplines.	Students will write two critical thinking papers that require an analysis of multiple views on relevant issues.	70% of students will score 20 out of 25 on the rubric evaluation.	For Fall 2013 for Essay #1 I had 44 students complete the assignment with an average score of 22/25. For Essay #2 I had 32 students complete the assignment with an average score of 23/25. For Spring 2014 for Essay #1 I had 33 students complete the assignment with a score of 23/25. For essay #2 I had 30 complete the assignment with a score of 23/25.	Met	While all of the students who completed this assignment did very well. I see a trend where the 2nd essay often has many less students complete it. In the future, I think it should be required that students complete both essays in order to complete this course. Critical writing is so important to the understanding of the criminal justice system, that students who feel like they have enough points to not take this essay are getting by without doing it. I think this should change.	May



## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>DENTAL ASSISTING</b>						
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 assess this outcome. Based on the current status of the program, we were unable to purchase the equipment and software necessary for this assessment.	Not Assessed in this Cycle	Based on the status of this program and the funding needs required for this outcome, it will not be rolled over.	Apr.
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.	Single unit - All students scored over 16. Bridge - All students scored over 40	Met	We will continue to monitor students success but, since student's have demonstrated success on this outcome for three assessment cycles, a new outcome will be identified for 2014-2015.	Apr.
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).	Based on the clinical externship evaluation all students scored higher than 1.5 on the 0-2 scale rubric	Met	Students have demonstrated success in their ability to make alginate impressions based on the assessment of this outcome for two years. We will continue to monitor their success but will identify a new outcome for the 2014-2015 assessment cycle.	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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).	The Clinical Externship Evaluation used to assess the student's ability to fabricate bleaching trays showed all students scoring higher than 1.5 on the 2 point rubric.	Met	For two assessment cycles the students have demonstrated their success in fabricating bleaching trays. While we will continue to monitor their success, a new outcome for the Assessment Plan will be identified for 2014-2015.	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>DENTAL HYGIENE</b>						
SLO 1 First year students will successfully utilize dental hygiene instruments.	Instructors evaluation using comprehensive instrument skills check off lists.	All students must demonstrate acceptable usage of all instruments based on instructor's evaluation.	22 students completed all instrument skill check offs and will move to the second semester. One student dropped out the first week of classes for personal reasons and one student was not successful in checking out on the instruments. That student withdrew at midterm.	Partially Met	The faculty will evaluate what could have been done to make the student more successful. Psychomotor skills are not a part of the selection process but it is a major skill needed for dental hygienists. The faculty will discuss this at our end of the semester curriculum meeting. (Note: The faculty decided to make the first skills test deadline in early October so we could identify who has not passed any instruments yet and then try to identify and re-mediate the student's problem.)	Dec.
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 practices.	All students were able to pass the timed scaling test by November 15, 2013.	100% pass rate on timed scaled by the deadline. increased success rate on clinical boards.	Met	Only had 1 student in class of 2014 who did not pass the regional clinical exam so no plans for improvement.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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.	All students scored 15 points or higher.	Met	N/A	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>DENTAL LAB</b>						
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 85%).	Eighty-five percent of the students will receive at least a 3 clinical acceptability score (equitable to a grade of 85%).	Eight of eleven students specialized in complete dentures. Of those 8 students, the average score was 83.63. Two scored above 85%, the other six were very close.	Partially Met	Additional projects will be assigned in the fall & students will be required to fabricate prostheses within time limits in an effort make them more workforce ready. Faculty will review the spring 2014 scores to look for areas of weakness & review with the students.	Apr.
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 higher than 85% on this project. 100% = 2 students.	Met	To be determined spring 2015 as it is unknown at this time which students, if any, will major in fixed prosthodontics. If no students major in fixed pros., improvement is moot.	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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%)	45% of students scored an 85% or better.	Not Met	Faculty will reinforce fabrication procedures and criteria for fall 2014.	Dec.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>ELECTRICAL TECHNOLOGY</b>						
Students will be able to evaluate optimal solar installation sites, and install simulated solar photovoltaic systems, both stand alone storage battery, and grid tie solar systems .	Comprehensive evaluation of simulator trainer project produced by students using a lab evaluation. Graded lab worksheet, and performance rubric used by the instructor.	The acceptable level of lab performance must be 90% or the lab will be repeated until 100% is achieved. To be performed and evaluated in the last part of April 2014 Spring semester.	The field trainer for the lab was constructed, but not used due to poor, and cloudy weather conditions in the field. The lab was simulated on the lab-volt trainer using artificial light . Lab was completed, but not evaluated, because it was deemed by the instructor not to be as good as a field assessment.	Partially Met	Not Applicable - Lab was completed, but not evaluated, because it was deemed by the instructor not to be as good as a field assessment.	Apr.
SLO 1 - Students will demonstrate the competencies and ability to wire a workshop including organizational skills and improved efficiency.	Project Assessment - Students will demonstrate the competencies and ability to wire a workshop including organizational skills and improved efficiency.	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.	Students performed a final project with limited time, (November 2013), because of the length of time needed to perform the competencies and tasks required by the course. The students did not fully complete the final project, thus rendering the results as unusable. The planning procedure was accurate, and material gathering with proper sizing and identification completed. Final installation and circuitry operation not completed 50%.	Partially Met	Either cut some of the competencies or objectives in the course, or go at a faster pace. The final project was completed by the previous class with good results; but this class was given the same conditions, and were not able to get everything completed in working order. Close lab space and limited space cause all participants difficulty. About 50% of the project was accomplished. It has been recommended by the Program Coordinator for more than 5 years to increase storage and lab space.	Nov.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
SLO 3 (New) - Students will be able to convert relay logic to ladder logic, and programming PLCs.	Lab Assessments - from simple elementary: two line control, Low difficulty: three line control, moderate difficulty: 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.	The first three assessed labs will be converting relay logic to ladder logic, ranging from simple 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.	Students performed at an optimum, and exemplary level. The students completed all tasks from the novice level to a highly difficult level, at a 98% efficiency, with little supervision. Students successfully converted relay logic, gate logic, and Boolean algebra with given conditions and narratives to complete working programs; and also performed debugging, and troubleshooting procedures in addition to the assigned labs.	Met	All goals achieved, no other adjustments need to be made at this time. This outcome will be rolled over and re-assessed in 2014-2015 to verify students' success.	Apr.



## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>ENGINEERING AND ELECTRONICS TECHNOLOGY</b>						
<p>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.</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. This goal will be met when 90% of students score a 80 or higher on the BCD to 7-segment decoder circuit rubric.</p>	<p>90% of students will score a 80% or higher on the project.</p>	<p>100% of students scored 80% or higher on the project.</p>	<p>Met</p>	<p>This is the 3rd year we have looked at this goal. Students have scored well over the last few years with overall scores increasing from an average 85% to near 98% this year. We will no longer be looking at this outcome as a measure.</p>	<p>May</p>

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
Students will demonstrate an understanding of transistor operations in Solid State Circuits (Task 21).	NOCTI scores for task 21.	This goal will be met when the score for task 21 has increased 10%. The current score of 36.0 should increase to 39.6 to be MET.	NOCTI score for task #21 is currently at an average of 48.9%. This is well over our goal of 39.6%.	Met	Current NOCTI score for task 21 is well over our goal of 39.6%. We will be rolling this objective over into the next cycle to monitor continued improvement. Our goal next year is to increase another 10% from this years goal. Additional troubleshooting exercises and scenarios will be given to the student to increase students' understanding of transistor operations in solid circuits.	May
Students will be able to correctly utilize a reference manual in the area of Digital Theory. (Task 39)	NOCTI score on task 39	This goal will be met when the score for task 39 has increased 10%. The current score of 33.3 should increase to 36.6 to be MET.	The current NOCTI task 39 average score is 55.6%.	Met	Current NOCTI score for task 21 is well over our goal of 36.6%. We will be rolling this objective over into the next cycle to monitor continued improvement. Our goal next year is to increase another 10% from this years goal. Increased emphasis will be placed on situations requiring application of digital theory reference manual in simulated situations.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>ENVIRONMENTAL TECHNOLOGY</b>						
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.	Results Pending		Pending	May
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 80% or better.	Results Pending		Pending	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<p>SLO 1 - Graduates will be able to keep a field 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.</p>	<p>Sampling is going to be based on observation and the utilization of a 40 point rubric.</p>	<p>Class average will be 34 points (85%) or better</p>	<p>The class average was 33 (82.5%).</p>	<p>Partially Met</p>	<p>This semester the weather prevented us from having as many field days as we would normally have. Therefore the students didn't have as many opportunities to practice and get feedback before the final grade on the field notebook. I am going to use the same methodology next year to see if the peer review and instructor feedback during the semester will bring the scores up.</p>	<p>May</p>

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>EQUINE STUDIES</b>						
<p>SLO 1 - Trainer Option Utilizing critical thinking skills, students will be able to read, assess, and utilize the Condition Book in determining appropriate race, conditions, and eligibility of race horses.</p>	<p>Mock situation - Mock situation using a race track conditions book for weight allowance and placement of horses.</p>	<p>All students will score 80% or higher on the mock situations.</p>	<p>100 % of the students exceeded the threshold score of 80% or higher based on mock situations based on race track conditions, weight allowance and placement of horses.</p>	<p>Met</p>	<p>For the past three assessment cycles that students have demonstrated their ability to utilize critical thinking skills to read, assess, and use the Condition Book to determine appropriate race, conditions and eligibility of the race horses. In 2014-2015 a new program learning outcome/competency will be identified for assessment.</p>	<p>Dec.</p>

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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).	1. Identification of body parts - All of the students scored 80% or higher on their ability to identify various body parts as they demonstrate principles of care for race horses in a race barn environment. 2. The Barn Competency Evaluation was not completed.	Partially Met	This is the third assessment cycle for this outcome. Although a Barn Competency Evaluation was not used this semester, it is felt that the results from previous years suggest acceptable levels of achievement. A new outcome will be identified in 2014-2015.	Dec.
Second year students will be able to successfully gallop a racehorse.	Clock - 2 minute lick (Note in Spring 2014, only two students will be assessed; however the next cohort of students will be assessed in fall 2014).	95% of the students will be able to gallop a racehorse a mile in 2 minutes plus or minus 2 seconds.	50% of the students were able to gallop a racehorse a mile in 2 minutes plus or minus 2 seconds.	Not Met	Instructor will provide vocal feedback during standard assessments to assist with timing calculations while student is galloping.	March

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>FIRE SCIENCE TECHNOLOGY</b>						
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)	KBEMS- Trauma Skill assessment	Skill set checklist will be used at the end of the semester. 80% percent of the students will successfully perform skill set on first attempt.	95% of the Students that participated in the NREMT Skills Testing session completed the skill on the first attempt.	Met	We will continue assessment/review of Student performance in the classroom setting to assure competency of the skill. Since this outcome has been assessed in at least two assessment cycles, a new outcome will be identified for 2014-1015.	May
SLO 2 - Students will demonstrate preparedness in analyzing and taking appropriate action in aircraft rescue.	While operating as a member of a team, the candidate in appropriate PPE shall extinguish aircraft fires and overhaul using hand lines and appropriate extinguishing agents.	75% of the students will score 70% or higher on skills evaluation.	100% of the Students that completed the training evolutions successfully performed the required skills with a score greater than 70%.	Met	Continued assessment of the training program to maintain consistency. We will continue assessment/review of Student performance in the training program to assure competency and maintain consistency. Since this outcome has been assessed in at least two assessment cycles, a new outcome will be identified for 2014-1015.	Dec.
SLO 3- Given a hose line, and wearing appropriate PPE, the firefighter candidate shall perform emergency decontamination.	Students will be able to don appropriate PPE and setup decontamination at a simulated Hazardous Materials incident.	80% of the tested students will be able to complete the skill within 15 minutes.	95% of the Students that were tested successfully completed the skill in less than 15 minutes.	Met	Continued assessment of the program to assure consistency with additional time given to individual students requiring more time to complete the skill in less than 15 minutes.	Dec.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>HUMAN SERVICES</b>						
<p>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 and express in writing through the daily log their understanding of their personal strengths and weaknesses in the practicum experience.</p>	<p>In 2013-14 the students will be evaluated at their practicum through a practicum evaluation interview with the field placement supervisor assessing their ability to establish a relationship with clients.</p>	<p>90% of the students will successfully meet this evaluation component of their practicum.</p>	<p>Out of the participants in the HMS 250 class 100 % of the students successfully met this evaluation component of their practicum. All of the students in the course demonstrated 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 2013 the students were evaluated at their practicum through a practicum evaluation interview with the field placement supervisor assessing their ability to make value judgments. Practicum evaluations were used to demonstrate the students' ability to integrating values into their client relationships with 100% of the students successfully meeting this component of their practicum.</p>	<p>Met</p>	<p>No additional information was made available prior to departure of the program coordinator. The outcome will be rolled over and will be reassessed in 2014-2015 with findings to be reviewed by faculty and the program coordinator, leading to plans for improvement.</p>	<p>Dec.</p>



## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<p>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.</p>	<p>In 2013-14 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.</p>	<p>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.</p>	<p>No data or findings were made available prior to the program coordinator's departure.</p>	<p>Not Assessed in this Cycle</p>	<p>The outcome will be rolled over and will be reassessed in 2014-2015 with findings to be reviewed by faculty and the program coordinator, leading to plans for improvement.</p>	

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
Students will explore their personal values and biases in relation to professional social work/human services values to understand implications for practice and minimize influence in work with diverse populations.	Measurement will be conducted by a 5 page paper where each student lists their own values , compares them to those listed in the Social Work and Human Services Code of Values, develops a scenario describing a situation where their own value system may be in conflict with those of human and social services and how they would resolve the conflict.	90% of the students completing the values assignments will achieve a score higher than 80 points out of 100.	No data or findings were made available prior to the program coordinator's departure.	Not Assessed in this Cycle	The outcome will be rolled over and will be reassessed in 2014-2015 with findings to be reviewed by faculty and the program coordinator, leading to plans for improvement.	Dec.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<p>Students will gain an understanding of social welfare, not as wielders, but as subjects/victims/recipients/clients and will gain the perspective of women, nonwhite people, and other groups oppressed by social institutions, and to understand the place of the labor force and working people within the social welfare institution.</p>	<p>There will be specific questions on both the midterm and the final that will measure the student's comprehension of social welfare, with special emphasis on oppressed groups.</p>	<p>At least 80% of students taking the midterm and final will have answered the specified questions correctly.</p>	<p>No data or findings were made available prior to the program coordinator's departure.</p>	<p>Not Assessed in this Cycle</p>	<p>The outcome will be rolled over and will be reassessed in 2014-2015 with findings to be reviewed by faculty and the program coordinator, leading to plans for improvement.</p>	<p>Dec.</p>

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>INDUSTRIAL MAINTENANCE</b>						
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.	82.6% of Motor Controls I students were able to satisfactorily meet the objective.	Partially Met	We will continue to emphasize three-phase circuitry in all motor controls and rotating machinery classes, since mastery of this subject is absolutely critical to success in industry. We will rollover this objective to see if further improvement can be made.	May
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).	80% of students tested were able to successfully perform dial indicator alignment. LASER alignment methods were taught, but not tested due to equipment problems.	Partially Met	We will put more emphasis on equipment alignment in our Maintaining Industrial Equipment classes.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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.	88.9% of students tested successfully met the requirement of Part 1 of this objective. Part 2 was not evaluated. 86% of students tested successfully completed Part 3 of this objective.	Met	We will continue to emphasize the ability to "design and build" with particular emphasis on troubleshooting. This objective will be rolled over, but revised to make scoring easier.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>INFORMATION MANAGEMENT AND DESIGN</b>						
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 passed and received at least a 2.0 or higher in creativity and organization with web portfolios.	Met	Some updates to the course material and assignments to reflect new trends and software updates.	May
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 CMSoftware-Content Management Software).	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.	All students passed and earned at least a 2.0 or higher in all components.	Met	Updates for a few assignments to reflect current industry trends and software updates.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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.	All students in this course passed and received at least a 2.0 or higher.	Met	The instructor is planning to add PDF portfolios to the course assignments. This is based on industry feedback.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION</b>						
SLO 1 - Students will be able to develop comprehensive lesson plans that meet industry standards with emphasis on Lesson Plan Assessment.	Rubric assessment will focus on the 200 level classes.	Using a rubric with 25 points possible, lesson plans evaluated in IECE 291 with an acceptable score of at least 21 in IECE 291.	All ten graduating students in IEC 291 mastered the 25 point lesson plan by achieving perfect scores of 25 on their portfolio lesson plans.	Met	The IEC Coordinator will continue to monitor the growth of lesson planning throughout the program courses to continually achieve this same result. Since this outcome has been assessed for three cycles, a new outcome will be identified for assessment in 2014-2015.	May
SLO 2: Students will demonstrate the ability to employ effective classroom management skills.	1, Clinical Observation using KTIPP IECE Performance Form with a rating rubric in IEC 291. 2. Portfolio Rubric - components of portfolio that related to effective classroom management.	1. 90% of the students graduating will be rated competent based on the rubric. 2. 90% of the students graduating will be rated competent on effective classroom management component of portfolio rubric	A grading rubric was created for the IEC 291 Professional Portfolio. The portfolio is based upon the six NAEYC Teaching Standards. All six standards and sub-standards have a grading rubric ( 0 - 3 with 3 being exemplary) attached for grading. The grading scales were placed in Pruvula which is an outside portfolio builder that interfaces with Blackboard. 80% of the IEC 291 class have received exemplary on their portfolios. However, 20% have received competent.	Met	Pruvula will be introduced in all IEC classes. Each portfolio piece associated with the IEC 291 Professional Resource Portfolio will be connected in the student portfolio. This process will ensure that students understand the importance of completing portfolio pieces prior to entering IEC 291. This will give the students time to perfect their work, rather than creating their work during a semester. Since this outcome has been assessed for three cycles, a new outcome will be identified for assessment in 2014-2015.	May



## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
Students will demonstrate how they empower families and foster community relationships.	Rubric of related assignments in IEC 210 (associated with the ability to empower families and foster community relationships).	80% of students will receive a 21 out of 25 points.	85% of the students taking IEC 210 received a 21/25 on the family and community assignment plan.	Met	The plans are continue to look at ways in which a grading rubric can be used to increase student involvement and success in all IECE classes. The rubric and expectations will be communicated to the students so they will have a better understanding of expectations from them in empowering families and fostering community relationships.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>MEDICAL ASSISTING</b>						
SLO 3 - Graduates will be able to recognize administration routes and sites, and administer medications prescribed by physicians.	1. Skill Rubric 2. Components on written exam related to administration routes and sites. .	1. Skill Rubric - All students will score 100% on medication administration rubric. 2. Written exam/ 75% or higher on questions related to administration routes and sites.	Twelve students received 100% on administration route checklists. Three students received 25% due to point reductions due to make-ups (actual scores were 100%)	Met	This program has been placed on inactive accreditation status with no new students entering the program; therefore, no "next steps" are identified.	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<p>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.</p>	<p>1. CMA (AAMA) National Exam 2. practicum evaluation on clinical components.</p>	<p>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.</p>	<p>1. Results are not yet available for the CMA (AAMA) National Exam. 2. Practicum Evaluation 16 out of 17 students scored 3 or higher on all competencies at practicum (94%). A breakdown of the clinical evaluations with evaluations less than a five on the rubric. 7 Students evaluated at less than 5 (6-4, 1-2) on "Examine the impact personal ethics and morals may have on the individual's practice" 6 Students evaluated with less than a score of five on the following competencies: Apply critical thinking skills in performing patient assessment and care. Explain the rationale for performance of a procedure to the patient Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations. Analyze communications in providing appropriate responses/feedback. Develop a plan for separation of personal and professional ethics. Five students received below a five on the following competencies: Prepare proper dosages of medication for administration. Distinguish between normal and abnormal test results. Document patient education. Demonstrate recognition of the patient's level of understanding in communications. Manage appointment schedule, using established priorities. Schedule patient admissions and/or procedures. Use office hardware and software to maintain office systems</p>	<p>Met</p>	<p>Since the program will be on an inactive status in 2014-2015, no improvements will be made for the 2014-2015 academic year. When the program is reactivated, the program faculty will need to develop strategies to reinforce concepts primarily in Applied Mathematics, Effective Communication, and Administrative Functions. A curriculum map of the competencies will help identify where the strategies (e.g. which courses) additional emphasis will need to occur.</p>	<p>Apr.</p>

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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)	(Students will begin taking exams this summer) Based on the Practicum Competency Checklist 17 of 17 students scored 4 or higher on all of the competencies. The three competencies receiving the most scores of 4 include: 1. Manage appointment schedule, using established priorities. 2. Schedule patient admissions and/or procedures. 3. Use Office hardware and software to maintain office. Systems	Met	Since the program will be on an inactive status in 2014-2015, no improvements will be made for the 2014-2015 academic year. When the program is reactivated, the program faculty will need to develop strategies to reinforce the three competencies identified in "Results".	Aug.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>MEDICAL INFORMATION TECHNOLOGY</b>						
For school year of 2013-2014, MIT students will develop a resume highlighting skills achieved in their training at BCTC.	Two classes (MIT 295) of approximately 26 students. Create a workable resume that highlighting skills achieved in their training at BCTC. A rubric will be used to evaluate format, accuracy and key words.	Ninety five percent of the students will produce a resume of an average of 4. or higher on a 1-5 scale rubric..	All students completing the course work for the MIT 295, students now have a resume. They met the keywords and formatting.	Met	To continue to stress the importance of a resume - the style - the correctness - the need for important information. Working on the resume from the beginning of the class in developing an emphasis on keywords and positioning skills. . Encourage students to continually improve as time goes on.	Apr.
Graduates will demonstrate proficiency in the use of CT and ICD-CM coding systems in entering and/or processing medical insurance claims.	Students will take the national exam.	80% of students that complete the national coding exam will pass with a 70%.	The national exam was postponed for the Lexington area. The exam will not be given until sometime in June.	Not Met	We will still monitor the students that take the exam. Our students understand the importance of the exam and passing for greater job opportunities.	June
MIT students will be able to apply critical thinking and problem solving skills as they relate to a simulated work environment.	The students will take the NOCTI exam with a component on the exam relating to problem solving and critical thinking..	95% of the student will score at the national level or above on this portion of the exam.	24 of the 26 have taken the exam and met the national goals of the exam of the component for the problem solving and critical thinking.	Met	This is a required exam for the MIT graduates. While the students were successful in problem solving and critical thinking, we did notice a trend of low scores in written communication. We will focus more written communication in the MIT courses. Continue to plan early dates for the exam to be taken during the semester. Would like to see if the test could be taken in other campuses	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
Students will be able to prepare medical records and forms, incorporating proofreading techniques.	Continue stressing the components of transcription in MIT 106 (Medical Transcription). We will evaluate the pathology reports at end of the semester.	95% of the students will receive an 80% or higher on the final pathology document.	81% of the students received at least an 80% on the pathology document.	Partially Met	Continue to stress proofreading documents. Add grammar and punctuation drills in the class. Stress the importance of medical terminology.	Dec.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>NUCLEAR MEDICINE</b>						
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.	The scale of the assessment instrument was changed, but all students exceeded the category "Meets Expectations".	Met	The plan is to continue to develop critical thinking scenarios for clinical situations of routine patient imaging procedures specific to the level and progress of the students to assess their ability to adapt to common, but not routine, turns of events in clinical imaging.	Apr.
Students will be able to prepare, dispense and administer routine radiopharmaceuticals under the supervision of appropriate personnel. (Program technical competency)	Student clinical evaluation	3 of 3 students will score 3 out of 5 (or higher) to indicate that they have adequately met the expectation of the clinical faculty for this skill.	From the students' final clinical evaluation form, all students exceeded the category "Meets Expectations" regarding the radio pharmacy.	Met	The evaluation form used to document the students activities in the radio pharmacy is a combination of radio pharmacy and quality control activities. The plan for 2014-2015 is to revise the form to separate routine radio pharmacy documentation from quality control procedures. The new form will specify more detailed information for the students' work in the radio pharmacy.	Apr.
Students will demonstrate proper use and care of nuclear medicine instrumentation and ancillary equipment.	Student clinical evaluation.	3 of 3 students will score 3 or higher on a scale of 5 to indicate that the student has adequately met expectations of the clinical faculty for this clinical skill.	All students met or exceeded the category "Meets Expectations" on the last clinical evaluation form.	Met	Modifications were made to the form for use in 2014-2015 to document instrumentation QC and use to require students to record additional information about equipment use. This form will be completed in each of the 6 10-week clinical assignments to document continued knowledge and use of nuclear medicine instrumentation.	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>OFFICE SYSTEMS TECHNOLOGY</b>						
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.	63% of students in OST 240 completed Word with at an average of 3.5 on a four point rubric.	Partially Met	Instructors should focus more on problem areas as shown an advanced Microsoft Word.	Dec.
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	43% of students in OST 240 were able to create correct formulas in Excel at an average of 3.5 on a 4 point rubric.	Partially Met	Excel continues to be challenging for students. Instructors may want to spend a bit of time on a brief review of Excel work done in OST 105 to enhance learning of advanced features.	Dec.
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.	Three out of five students scored 40 out of 50 points.	Not Met	Because this is a capstone course where they do simulations using skills learned in earlier courses throughout their collegiate career, we need to focus more on specific skills that students seem to be having problems with, particularly Excel and Access, to make sure students are successful in this capstone course.	Dec.



## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>PRACTICAL NURSING</b>						
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.	Students have overwhelmingly received positive ratings and remarks regarding skill performance, clinical judgment and knowledge application requiring the skills of critical thinking.	Met	Continue to seek challenging and relevant clinical experienced and clinical instructors that are able to collaboratively work with classroom instructors to promote the concepts of theory based learning to actual learning practice. Instructors will continue to receive professional development opportunities that will ensure the most current, up to date standards of practice. Have revised preceptor evaluation to more specifically address critical thinking skills evaluation of the practicum student.	May
SLO 3 - The PN graduate will be able to practice safe administration of medications, including at the clinical sites.	Final Clinical Evaluation Form	98% of students will practice safe administration of medications based on the Implementation section of the Final Clinical Evaluation Form.	Medication errors in the program have been minimal due at least in part to close supervision by clinical instructors as well as a tremendous emphasis on safety within all components of the curriculum. Standards of practice regarding medication administration are based on the Kentucky board of nursing LPN scope of practice and are consistently implemented in the classroom, laboratory and clinical setting.	Met	Continue to maintain high standards and expectations regarding theoretical knowledge, practical skill performance and safety issues in regards to medication administration. Intensive evaluation will be conducted in the event of a student medication error with a focus on risk management. In order to maintain consistent application of related course/clinical objectives the program will continue a twice yearly clinical faculty update, adjunct clinical faculty involvement in the lab for skills check offs and the assignment of a full time faculty mentor.	May
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	All students completing practicum completed a satisfactory care plan.	Met	The program will continue to investigate teaching methodologies that will encourage nursing students to critically think through the implementation of nursing care utilizing the steps of the nursing process.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
Students will demonstrate an understanding of professional attitudes and behaviors associated with the role of practical nurse.	Assessment of student professional behaviors on clinical evaluations and preceptor evaluations. Responses of advisory committee when questioned regarding graduate professional behaviors demonstrated in the hiring process and beginning months functioning in the role of new hires.	90 % of students will receive satisfactory clinical/preceptor evaluations for professional behaviors. Advisory committee members will report improvement in profession behaviors and attire during the interview process and initial "new hire" work period.	All students received satisfactory evaluation from clinical preceptors in the final practicum experience. Many students exceeded the "satisfactory" level of achievement in this area. The Danville campus utilized "mock interviewers" that were actually potential employers of practical nurses and the interviews were an overwhelming success with interviewers having almost 100% agreement on the professional behaviors and presentation of the students. At the next advisory committee scheduled for January, members will be questioned regarding a current assessment of this learning outcome in our current students and graduates.	Met	Continue to emphasize this outcome through role modeling, integration of concepts within the curriculum and follow up on feedback from clinical preceptors, clinical faculty, agency representatives and advisory committee employers. Have implemented "mock interview" pilot at Danville campus utilizing potential hiring agencies. Will monitor feedback from participating agencies.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>RADIOGRAPHY</b>						
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.	The scaled score was 8.1%	Met	Faculty will continue to monitor the ARRT results and evaluate the official curriculum guide with regards to program content.	Aug.
Exercise independent judgment and discretion in the technical performance of medical imaging procedures. (program outcome number 8)	Clinical competency evaluation area related to the judgment, discretion and technical performance.	Students will achieve 95% on the competency evaluation in this area.	Students achieved 98.9% in this area of their evaluation.	Met	Faculty will continue to develop and enhance lab skills related to this area.	May
Accurately demonstrate anatomical structures on imaging receptors.	Clinical competencies evaluation related to image critique.	Students will achieve 95% in that area of the competency evaluation.	Students achieved 98.7% in this area of the competency evaluation.	Met	Faculty will continue to develop and enhance lab skills related to this area.	May

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>REGISTERED NURSING</b>						
<p>SLO 1 -Students will be able to prioritize care. (#12 Establish priorities and organize nursing care in a timely and cost effective manner for a group of clients.)</p>	<p>HESI exit exam category Manager of Care and Collaboration/Managing Care Clinical check-off demonstration of care of a group in the fourth semester Student self evaluation of manager of care category Preceptor evaluation of practicum student ability to prioritize client care</p>	<p>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 group clinical competency on the first attempt. Graduate Exit Survey - 90% of students will self evaluate meeting the objective of managing care. Preceptor evaluation survey of BCTC practicum students: 90% of respondents will state that BCTC ADN students demonstrate the ability to prioritize care.</p>	<p>HESI Exit Exam Results: Manager of Care: 894 (Cooper Campus); 885 (Lawrenceburg Campus) Collaboration/Managing Care: 879 (Cooper Campus); 885 (Lawrenceburg Campus) Care of Group Clinical competency: 100% passed on first attempt at both campuses Graduate Exit Survey: 96% self evaluate that they met the objective of managing care at the Cooper Campus and 89.4% at Lawrenceburg Campus Preceptor evaluation survey: 100% evaluated students as demonstrating ability to prioritize care.</p>	Met	<p>Three years of cohort groups have met this objective. Will evaluate a new objective.</p>	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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)	HESI exam Critical Thinking score, Nursing Process score, Fundamental Math score. Preceptor evaluation of practicum students demonstrating problem solving skills and clinical decision making Student self-evaluation of clinical decision making in the fourth semester	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. Preceptor evaluation of practicum students - staff will rate students a minimum of 3 on a scale of 4 for demonstrating problem solving skills and clinical decision making. Graduate exit survey - exiting students will state that they met the clinical decision making objective.	HESI Exit Results: Critical thinking: 904 for Cooper Campus; 860 for Lawrenceburg Campus Nursing Process: 883 for Cooper Campus; 823 for Lawrenceburg Campus Math Calculation: 977 for Cooper Campus; 1013 for Lawrenceburg campus	Met	Three years of cohort met this objective. Will change to a new objective.	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<p>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</p>	<p>HESI exit exam therapeutic communication score, clinical competency skill check-off for therapeutic communication with clients with psychological interferences. Process Recordings paper Graduate Exit Survey Preceptor Evaluation of practicum students</p>	<p>Students will score a 850 on therapeutic communication category 100% of students will pass therapeutic communication clinical competency. 100% of students will satisfactorily 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 state on the Graduate Exit Survey that they met the therapeutic communication learning objective Preceptor will score practicum students a 3 on a scale of 4 for ability to demonstrate therapeutic communication techniques.</p>	<p>Hesi Exit Results: therapeutic communication: 895 Cooper Campus; 907 Lawrenceburg Campus 100% of students pass therapeutic communication clinical competency at both campuses. 100% of students received a satisfactory evaluation on their process recording with a client with a mental alteration. Graduate Exit Survey: 86.5% stated the met this objective on exit survey at the Cooper Campus and 100% at the Lawrenceburg Campus</p>	<p>Met</p>	<p>Three years of cohort met this objective. Will evaluate a new objective.</p>	<p>Apr.</p>

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
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 Preceptor Evaluation of practicum students - 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 check off on the competency skill evaluation Preceptors will evaluate practicum students a score of 3 on a scale of 4 for performance of clinical skills.	HESI Exit Exam Therapeutic Nursing Interventions: 903 (Cooper Campus); 907 (Lawrenceburg Campus) Patient-centered care(Quality & Safety) 923 (Cooper Campus); 861 (Lawrenceburg Campus) 100% of students at both campus locations satisfactory passed the competency skill evaluation. The program didn't use the previous evaluation scale for evaluation of preceptors, but 100% of students received a satisfactory in their practicum/preceptor evaluation.	Met	This SLO has met the level of achievement for the past three years. A new objective will be identified.	Apr.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>RESPIRATORY</b>						
SLO1-Graduates will be able to "Remove Broncho pulmonary Secretions" (3C) and "Initiate, Conduct Pulmonary Rehab and Home Care" (3K)	CRT and WRRT graduate exam.	At or above the national avg. on categories – 3C. Remove Broncho pulmonary Secretions and 3K "Initiate, Conduct Pulmonary Rehab and Home Care".	Graduates from the class of 2012 performed below the national avg. (91% of national avg.). 3C. Remove Broncho pulmonary Secretions. Category 3K "Initiate, Conduct Pulmonary Rehab and Home Care" is now above the national avg.	Partially Met	To improve category 3C on the CRT exam bronchial hygiene protocols using case studies have been incorporated into the RCP 122 course to improve category 3C.	June
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.	The class of 2012 performed above the national average in categories 1B and 1C. Will follow these categories for another cycle.	Met	The class of 2012 performed above the national average in categories 1B and 1C. Will follow these categories for another cycle.	June
SLO3- Graduates will be able to "Perform quality control procedures" (2C).	NBRC exams.	At or above the national average.	Graduates from the class of 2012 improved to 95% of the national avg. on category 2C.	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 to improve graduate performance on this content.	June



## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
SLO4- – 3I “Initiate, Conduct, or Modify Respiratory Care Techniques in an Emergency Setting”	CRT and WRRT exam results.	At or above the national average	Graduates from the class of 2012 obtained a score of 89% of national avg. on the CRT and 79% of national average on the RRT exams.	Partially Met	The program will add further emphasis on the Neonatal Resuscitation Program (NRP) and Pediatric Advanced Life Support (PALS) in the curriculum. The program would like to make it possible for the students to complete the American Heart Association (AHA) courses while in the program. Category 3I also includes questions related to participation in the following: a. land / air patient transport b. intra-hospital patient transport c. disaster management d. medical emergency team (MET) e.g., rapid response team Patient transport via all modalities, disaster management and rapid response team content, including sample questions, will be added to the ACLS and respiratory care seminar courses.	June
SLO5- – 3B “Maintain a Patent Airway Including the Care of Artificial Airways”	CRT and WRRT exam results	At or above the national avg.	Graduates from the class of 2012 scored 90% of the national avg. on category 3B “Maintain a Patent Airway Including the Care of Artificial Airways”.	Partially Met	To improve graduate performance on category 3B “Maintain a Patent Airway Including the Care of Artificial Airways” on the WRRT exam an exercise on a variety of airway emergencies will be included in the mechanical ventilation lab. In addition an exercise on the use of tracheostomy tubes with speaking valves will be incorporated into the advanced cardiopulmonary evaluation course.	June

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
SLO6- Category 3A. "Maintain Records and Communicate Information"	CRT and WRRT exam results.	At or above the national average	Graduates from the class of 2012 scored at 90% of the national avg. on category 3A. Maintain Records and Communicate Information.	Partially Met	Category 3A. "Maintain Records and Communicate Information" will be addressed by incorporating representative NBRC type questions to illustrate to the students how this category is tested.	June

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>SURGICAL TECHNOLOGY</b>						
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. (This measure was modified slightly from last year based on the Mock Surgery Competency Evaluation rubric. After evaluating past data the points have been reallocated to emphasize areas of importance.)	Eighty-five percent of the students will score 17 out of 22 points on the first five categories on the Mock Surgery Competency Evaluation rubric.	This year 13 out of 16 students (81.3%) achieved the 17 out 22 points in the non-sterile task. The average score was 18. Thus we did not achieve the goal of Eighty-five percent of the students scoring 17 out of 22 points on the first five categories on the Mock Surgery Competency Evaluation rubric.	Not Met	Based on the findings of the last three years (two met and one fell short of the target goal), I redistributed the points on the Mock Surgery Competency Evaluation rubric to better emphasize areas of importance. This current 2013-2014 year the cohort fell short of the target benchmark (85%) with an 81.3%. I strongly believe that the changes made to the Mock Surgery Competency Evaluation rubric this year will improve the evaluation tool and student outcomes in the future, however I believe the changes had a negative impact on the current results. I plan to continue this assessment and further emphasize the new criteria in the non-sterile task being evaluated and providing more hands-on practice. The program faculty will continue to reworked lecture and lab time as to provide the more lab hands-on experience than previous classes in the non-sterile pre-op environment. Lastly, I think that the target of 85% is a high benchmark and reflects the expectations of the program faculty.	Nov.

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<p>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).</p>	<p>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). (This measure was modified slightly from last year based on the Mock Surgery Competency Evaluation rubric. After evaluating past data the points have been reallocated to emphasize areas of importance.)</p>	<p>1. 85% of the students will get 14 out of 19 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).</p>	<p>1. 100% of the students (16 out of 16 students) achieved the 14 out 19 points available on categories 5-8 on the mock surgery evaluation. Average score 16.4. 2. 12.5% of the students (2 out of 14 students) achieved being able to gown, glove, set-up the back table and mayo stand setup within 15 minutes for a basic surgical procedures (e.g. breast biopsy). Average time 18.8 minutes.</p>	<p>Partially Met</p>	<p># 1) Based on these findings, the program has met the benchmark three out of the last four years. I plan to discontinue this assessment that evaluates the students get 14 out of 19 points on categories 5-8 on the Mock Surgery Evaluation rubric. # 2) Based on this year's (2013-2014) findings, in which only 12.5% of the student achieved the benchmark, however these finding are not comparable to past findings. due to changes to the Mock Surgery Competency Evaluation rubric, which included various technical skills being add to the mayo setup to better represent the current workplace skills the 15 minutes goal is no longer realistic based on current workplace practices. I plan to continue, with modifications, the goal of being able to gown, glove, set-up the back table and mayo stand within 18 minutes for a basic surgical procedures (e.g. breast biopsy), which is more in align with the current Operating room practices. I also plan to emphasize a more rapid setup times during lab experiments.</p>	<p>Nov.</p>

## 2013-2014 Program Assessment of Student Learning Outcomes

Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
SLO 3 - Students will be able to identify surgical instruments used in the Operating Room.	The surgical instruments 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 96.85%. This target was met with 12 out of 14 students scored 90% or higher on the exam resulting in an 85.7% of the class scored 90% or higher.	Met	I plan to discontinue this assessment, based on the findings that this assessment benchmark has been met consistently over the past few years. I plan develop a different SLO based on instrumentation seeing that surgical instrumentation is one of the cornerstones of Surgical Technology.	Nov.

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Objective or Outcome	Measure	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
<b>WELDING TECHNOLOGY</b>						
SLO 1 - Graduates will demonstrate problem solving skills in repairing weldable materials.	Lab rubric designed to assess problem solving skills related to repairing weldable materials.	80% of the students will score 3 or higher on the 5 point scale.	Well over 85% of the 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.	Apr.
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.	Apr.
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.	80% of the students will receive a satisfactory or higher on the last assignment of the fabrication project. (8.0 on a rubric scale).	At least 85% of the students received satisfactory or higher on the fabrication project. Students applied their blueprint skills in relation to fabrication to successfully pass the project.	Met	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.	Apr.