

Assessment Report

Trinidad State Junior College

Career & Technical Education - AAS/Certif

Mission Statement: Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>1 - Student Access - To create, market, and implement innovative educational programs, including programs delivered via distance learning and other alternative approaches, in order to meet the needs of all segments of our service area.</p> <p>To encourage and value diversity in our student population.</p>	<p>Program - Developmental Education - Math Lab Survey Fall 2009 - See attached files</p>	<p>Assessment Method: 116 students in the Math Lab were surveyed to assess their likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab.</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: Have at least 60% of all students registered for Math Lab classes complete a survey before the end of the semester.</p>	<p>12/17/2009 - 63% of all students registered in the Math Lab completed a survey. Results were tabulated and student's suggestions for improvement were considered. See attached files for specific results of the survey.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Math Lab Survey Spreadsheets.xls What put you behind schedule.docx Suggestions for Improvement.docx STUDENT PROGRESS.doc Likes.docx Dislikes.docx CHANGES MADE AS A RESULT OF STUDENT SUGGESTIONS.doc AVERAGE GRADE.doc </p>	
	<p>Program - Developmental Education - Spring 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt to set up and solve the</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>		
	<p>Program - Developmental Education - Math Lab Fall 2009 Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p>Assessment Method: Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p>Assessment Method Category: Course Statistics</p> <p>Benchmark: > 70% of all students should be able to successfully pass their courses with a grade of C or better.</p>	<p>12/17/2009 - Completion rates for the Fall 2009 semester were extremely discouraging. It is our goal to have at least 70% of all registered students successfully pass their respective courses with a C or better, but the only course that met and exceeded that benchmark was the Math 107 course.</p> <p>The completion rates for Math 060, 090, and 099 were fairly consistent with what they were in the Fall 2008 semester; however, the Math 030 success rate was much lower than it has been in the past. One possible explanation for this higher failure rate could be that a larger population of students was enrolled in Math 030, so there was a greater number of students entering the Math Lab with very low mathematics skills. Attendance also plays a major role in a student's success, and poor attendance was prevalent in all of the courses. Math Lab instructors will meet during in-service prior to the beginning of the next semester, and these results will be discussed. Suggestions will be taken for ways in which we can improve student success and attendance without diminishing the integrity and standards of the courses.</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Completion Data.xls</p>	
	<p>Program - Developmental Education - Fall 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p>Related Documents: Fall 2009 Math 090 Embedded Assessment.xlsx</p>	<p>12/20/2009 - The results of the Math 090 final exam embedded assessment for Fall 2009 were very discouraging. Only 38% of the 26 students that took the final exam were able to set up and solve the word problem correctly. Of the 26 students that took the final exam, 9 (35%) were unable to successfully to solve the problem. The most discouraging statistic is that 27% of all students that took the final either failed to even attempt the problem, or they simply guessed at an answer and were unable to provide any work to back up their answers. It is our goal to have a full 100% attempt to solve the problem and at least 70% do so successfully.</p> <p>Many students in the Math Lab struggle with word problems because many have poor reading skills and don't understand what is being asked in the problem. Still others have difficulty extrapolating what they've learned in previous lessons and applying it to problems that haven't already been set up for them. Instructors will continue to stress the importance of the work problems and will not allow students to skip them on homework assignments, as some students</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>try to do.</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Math 090 Embedded Assessment.xlsx</p>	
	<p>Program - Developmental Education - Spring 2009 Math 106 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p>Assessment Method: A common rubric was used to score students on their ability to correctly set up and solve a motion problem.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt this problem and at least 70% of students are expected to be able to correctly set up the word problem and obtain the correct answer.</p>		
	<p>Program - Developmental Education - Fall 2009 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>12/20/2009 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 29% of the students were able to both set up the problem and solve it correctly. While this statistic was disappointing, it was an increase of 8 percentage points over the last time this assessment was administered. The majority of the</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>students attempted the problem (95%), but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very strong number sense. Many students also have poor reading skills and struggle with the word problems because they have difficulty reading them and understanding what is being asked of them in the problem.</p> <p>Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. Many students dislike word problems and tend to try to copy the answer from the back of the book or simply skip the word problems altogether. Instructors will continue to stress to students that homework assignments with skipped problems or problems that are turned in without showing work are incomplete, and the students will not receive credit for such assignments. Students are also tested on this type of question in more than one chapter throughout the semester and this will continue to occur. However, more time will be spent explaining these types of problems while instructors are working with students during class</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Math 099 Final Exam Embedded Assessment.xlsx</p>	
	<p>Program - Developmental Education - Fall 2009 Math 107 Final Exam Embedded Assessment - Students should be able to successfully set up and solve a series of word problems that combine skills learned throughout the course.</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problems were set up and solved correctly.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt to set up and solve the problems. A class average of at least 75% correct on these word problems is desired.</p>	<p>12/20/2009 - See attached document</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Math 107 Fall 2009</p>	
	<p>Program - Developmental Education - Fall 2009 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (<6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (>6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p>Assessment Method: Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p>Assessment Method Category: Course Statistics</p> <p>Benchmark: It is expected that >70% of students with few absences (<6 absences) will successfully pass their courses with a C or better.</p>	<p>12/22/2009 - In analyzing the correlation between a student's attendance and his grades for the Fall 2009 semester in the Math Lab, it is very obvious that a student's attendance plays a huge role in whether or not a student is able to successfully pass his/her course. In general, students that either failed a course or were forced to withdraw from a course had 3-4 times the number of absences as those students that were able to successfully pass their courses with an A, B, or C. Many students that failed or withdrew from a course missed more than 50% of the scheduled class sessions.</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Students in the Math Lab are offered numerous opportunities for extra assistance to enhance their chances to succeed in their courses, such as free one-on-one tutoring in the Learning Center, free drop-in tutoring and testing opportunities in the Math Lab during open lab sessions, and final review workshops for which bonus points were offered to those students that attended. It is impossible for students to take advantage of these opportunities, however, if they are unwilling to attend them. Only 13 students attended the final review workshops, and only 14% of the students surveyed in the Math Lab attended regular tutoring sessions.</p> <p>The results of this study will be posted in the Math Lab and pointed out to students on the first day of class as they have been the past several semesters, but until students decide that they are going to fully commit to the classes they've enrolled in by attending class and working diligently while they are in class, I expect to see the same trend in future semesters.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Attendance Vs. Grade Correlation.docx Math 030.xls Math 060.xls</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			Math 090.xls Math 099.xls Math 107.xls	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>2 - Student Success - To educate and qualify students for careers in technical fields and to assist them in securing employment in these fields.</p> <p>To prepare students to transfer and succeed in their baccalaureate studies.</p> <p>To provide supportive learning opportunities - English as a Second Language, GED, and developmental studies - which prepare students for college-level work.</p> <p>To foster an atmosphere of friendliness, civility, and respect and to provide support programs which promote student learning and success.</p> <p>To hire faculty and staff that are of the highest quality and reflective of our diverse community, to treat them with integrity and respect, to have their pay reflective of their experience and education within the community college system, and to provide ample opportunities for their professional development.</p>	<p>Program - Agri-Business Technology</p> <p>- Skill Proficiency - Demonstrate proficiency in the skills required to be successful in agriculture business.</p>	<p>Assessment Method: THERE ARE TOO MANY THINGS HERE, SPLIT INTO MULTIPLE M.O.A. Rubrics, Pre and Post Tests, Questionnaires, and Comprehensive Projects</p> <p>Assessment Method Category: Pre/Post-Test</p> <p>Benchmark: 70% of students earn 70% or better</p> <hr/> <p>Assessment Method: Descriptive statistics from "check list of student competency" in each course. Completer ratio based on completion/enrollment.</p> <p>Assessment Method Category: Course Statistics</p> <p>Benchmark: At least 80% of class will score above 3=average. Completer ratio will be at least 75%.</p> <hr/> <p>Assessment Method: VE-135 - see ve135.ccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>	<p>12/14/2009 - My class was 18 students. The average score on the Checklist of Student Competencies is above average! bjs</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p>	<p>12/14/2009 - Next semester date of class might need to change from 3rd Monday night to a date that does not conflict with Monday Night Football! bjs</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	Program - Agri-Business Technology - GenEd - 4a. Perform the mechanics of solving the problem. 4b. Determine a realistic answer (approximation) and qualify result 4c. Demonstrates ability to use computer (or appropriate technology) as the appropriate tool 4d. Demonstrates creative thinking 3c. Evaluates evidence (data) for accuracy and relevance 3d. Identifies implications of argument, situation or action	Assessment Method: IRS Form 4562 filled out per student, these results will be descriptive statistics. Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% of the students will score 2=Satisfactory or higher.		
	Program - Aquaculture - Skill Proficiency - Demonstrate proficiency in the skills required to be successful in aquaculture business.	Assessment Method: Pre and Post Tests in first year core curriculum coursework Assessment Method Category: Pre/Post-Test Benchmark: 70% of students earn 70% or better	12/21/2009 - The pre-post test results for AQT-105-200 during the Fall 2009 semester show a mean average increase of 8.77% in cognitive learning of subject content. The high score was a 23% increase and the low score was a negative 2% decrease. A number of 14 students were enrolled in AQT-105-200. A total of 84.6% of the students enrolled in AQT-105-200 exhibited an increase in test scores to meet the benchmark. Result Type: Benchmark Met Action Status: Action Plan In Progress	
	Program - Aquaculture - GenEd - Demonstrate responsible citizenship	Assessment Method: Service learning activities incorporated into the program. Assessment Method Category: Embedded Course Assessment Benchmark: Shoot for at least 2 from 80% of all students.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Aquaculture - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of Aquaculture or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Aquaculture - State of Colorado Hatchery Technician III Competitive Examination - To observe a 90 percent passing rate of exam by TSJC Aquaculture Technician Program graduates.</p>	<p>Assessment Method: State of Colorado Hatchery Tech. III examination Assessment Method Category: Standardized Test Benchmark: 90% passing rate</p>	<p>12/21/2009 - Four (4) recent graduates of the TSJC Aquaculture Technician Program went to Denver during the Summer of 2009 to take the State of Colorado, Colorado Division of Wildlife, Hatchery Technician III competitive examination. All four graduates passed the exam in the upper 10 percentile, including the Number 1 spot. Out of a reported 47 applicants and 24 actual test-takers, the TSJC graduates placed 1st, 4th, 9th and 10th on the exam to meet the stated benchmark.</p> <p>In addition, to date 12-21-09, 2 of the 4 graduates (50%) were offered and have accepted full-time employment (FTE) career positions with the Colorado Division of Wildlife at the Rifle Falls and Belleview-Watson Hatcheries and Fish Rearing Units.</p> <p>Result Type: Benchmark Met Action Status: Action Plan In Progress</p>	
	<p>Program - Automotive Service Technology - Graduates enter job force - To produce graduates who are able to either enter the job</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category:</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	force in the field of Auto-Mechanics, Parts clerk, or continue on to obtain a higher degree.	Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Automotive Service Technology - Certification - Acquire industry/professional certification, this can be accomplished after working in the field for two years. ASE-Certification. (Automotive Service Excellence).	Assessment Method: Pass 2 ASE exams or equivalent Assessment Method Category: Standardized Test Benchmark: 70% obtain Professional / industry certification ASE exams		
	Program - Automotive Service Technology - GenEd - Read and discuss college-level material specific to Auto-mechanics.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Business Mgt - Graduates who are capable of entering the job force in business related fields - To produce graduates who are able to either enter the job force in the field of Accounting or General Business or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.ccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Business Mgt - GenEd - Read and discuss college-level material specific to managerial styles.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category:		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Commercial Vehicle Operation - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Commercial Vehicle Operation - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Computer Information Systems - Graduates enter job force - To produce graduates who are able to either enter the job force in an entry-level business position or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Computer Information Systems - GenEd - Read and discuss college-level material specific to a business-world</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Computer Technologies - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>	<p>08/18/2009 - We need to do better than that! (ro) Result Type: Benchmark Met Action Status: Action Plan Not Required</p>	
	<p>Program - Computer Technologies - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Construction Tech - GenEd - Read and discuss college-level material specific to the construction industry.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Construction Tech - Graduates enter job force in construction industry - To produce graduates who are able to either enter the job force in the field of construction or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Construction Tech - Construction Skills - Students will have the skills and confidence to handle a wide range of carpentry</p>	<p>Assessment Method: Module tests during chapters and topics and at end of chapters, quizzes, and graded on scale</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	tasks on their own after successfully passing, and have the basic skills to build upon for a career in the construction industry	of different components of a building or home. Assessment Method Category: Pre/Post-Test		
	Program - Construction Tech - Certification - Students will obtain certification in various tools, methods, equipment and materials.	Assessment Method: Skid-steer operator ?TEST? Powder (?POWER?)-actuated tools ?TEST? Fire stop ?TEST? 30-Hr OSHA ?TEST? ICF installation ?TESTS? Testing for these certifacates is given by individuals in the industry and given to meet industry standards Assessment Method Category: Standardized Test Benchmark: Pass industry testing and certification for ?ALL?		
	Program - Construction Tech - Professional Conduct - Students will meet with individuals who are involved in the construction industry, including contractors and inspectors, and be able to work with them in a professional capacity	Assessment Method: Students meet with and submit applications for building permits, submit letters of approval from engineers and architects. Students will be evaluated by the professional contact ?USING A STANDARD FORM??. Students will be graded according to the outcome of their applications and letters. Assessment Method Category: Survey Benchmark: ?		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Construction Tech - Math Skills - The students will learn the basic math functions and formulas to complete construction calculations.</p>			
	<p>Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of ___cosmetology_____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - Cosmetology Knowledge - Demonstrate the knowledge necessary to obtain employment in student's chosen field of study.</p>	<p>Assessment Method: Written assignments and/or written examinations (standard 0-100 pt. scale). Sample of cosmetology students in any or all cosmetology or related courses of study. Assessment Method Category: Embedded Course Assessment Benchmark: 90% of the students will perform at 70% or higher.</p>		
	<p>Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - GenEd - Read and discuss college-level material specific to ___cosmetology industry_____.</p>	<p>Assessment Method: Students will be able to demonstrate comprehension of chapter material by passing the written or oral test with a 75% or above. Assessment Method Category: Chapter Test Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Criminal Justice - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Criminal Justice - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Criminal Justice - CRJ Reporting - Collect, analyze and present data in a specific report format typical of a Criminal Justice professional.</p>	<p>Assessment Method: FINAL PROJECT? SEE SCHEDULE BELOW: Reports, assignments and written examinations. NEEDS TO BE MORE SPECIFIC Standard 0-100 pt scale (SEE ATTACHED RUBRIC??).</p> <p>Assessment Method Category: Capstone Course/Project</p> <p>Benchmark: 90% of students will perform at a 70% or higher level.</p>		
	<p>Program - Criminal Justice - CRJ Theory - Demonstrate gains in academic achievement during the coursework at TSJC.</p>	<p>Assessment Method: All CRJ students will be scored on a standard 100 point grading scale. Pretest will be given during the first week of class. Posttests will be given as the final for each individual class. WHICH COURSE OR COURSES??</p> <p>Assessment Method Category:</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		Pre/Post-Test Benchmark: 90% of students will show gains of 50 or better.		
	Program - Developmental Education - Reading - Read at a level necessary to function in community college certificate or degree programs.	Assessment Method: Pre/post test in with Gray Silent Reading Test or the Reading Accuplacer, including Statistics from REA 030, 060, 090: # enroll, # succeed, # withdraw , # incompletes. See Benchmarks below for definition of "succeed." Assessment Method Category: Pre/Post-Test Benchmark: After completing the course, students will demonstrate one of the following GSR or Accuplacer scores: REA 030 - grade 6 or 30-40+; REA 060 - grade 9 or 40-62+; REA 090 - grade 12 or 62-80. Overall, at least 70% success rate for all enrollees.		
			12/18/2009 - Fall 2009- REA 090 200 - In this course eleven students were registered at the beginning of the semester. Three students withdrew and one student did not finish the course due to illness. Of the seven students that finished the course 71% passed with an A; 14% with a B; and 14% with a C. Result Type: Benchmark Met Action Status: Action Plan Completed	
			12/18/2009 - Fall 2009- At the beginning of the semester there	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>were 27 students enrolled in REA 060 on the Valley Campus. Two students withdrew and seven students did not finish the course. Of the eighteen students that finished REA 060 22% passed with an A; 33% passed with a B; and 44% passed with a C. MJV</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p>	
			<p>12/15/2009 - REA 060 works to fill in gaps left by early reading training. In the fall of 2009, two REA 060 classes held a total of 20 students. Five dropped and three (one was in rehabilitation) didn't finish. Of the remaining students, 92% improved an average of 12.7 points over the semester on the print version of the Accuplacer Reading test. See attached documents. SH</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p>	
			<p>Related Documents: REA060-002 fall 2009.docx REA060-004 fall 2009.docx Avg Improv Accu Scores 07-09.docx</p> <p>12/15/2009 - In the fall of 2009, the two REA 090 classes had 14 students enrolled. One student was dropped by the college; one died, and one didn't complete the course. Of the remaining students, 36% improved an average of 11 points over the semester on the print</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
------	----------	--	---------	--------------------

Accuplacer Reading test. Disease and personal crises played major roles in attendance and performance during testing. See attached documents. The worst results came from the afternoon class which also had the worst attendance. SH

Result Type:
Benchmark Not Met
Action Status:
Action Plan In Progress

Related Documents:
[REA090-004 fall 2009.docx](#)
[Avg Improv Accu Scores 07-09.docx](#)
[REA090-002 fall 2009.docx](#)

Program - Developmental Education
- Math - Perform mathematics at a level necessary to function in college-level courses.

Assessment Method:
Completion Analysis:
Because student attendance directly affects their ability to pass their respective courses, statistics from MAT 030, 060, 090, and 099 (formerly 106): #enroll, #succeed, #withdraw, #incompletes will be tallied by the math-lab supervisor these courses at the end of each semester and submit results here.
Assessment Method Category:
Course Statistics
Benchmark:
>70% rate of success in developmental math courses

Assessment Method:
Mathlab Survey:
See attached survey of how well math lab works for students.
Assessment Method Category:
Survey

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Benchmark: ?</p> <hr/> <p>Assessment Method: Attendance vs. Grade Correlation Spreadsheet is developed for each course in matlab with attendance and grade information.</p> <p>Assessment Method Category: Course Statistics</p> <p>Benchmark: ?</p>		
	<p>Program - Developmental Education - Writing - Write well-organized paragraphs and essays necessary to function in college-level coursework.</p>	<p>Assessment Method: Evaluation of "Self-Assessment Final Essay." This asks student to reflect on themselves as a writer before, during, and after the course. Evaluation items include process and structure (GEO 2a-2d)..</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 70% of all ratings (2a, 2b, 2c, and 2d) be Satisfactory (2) or Exemplary (3).</p>	<p>12/08/2009 - ENG 060 students scored as follows: 2a.86%, 2b.86%, 2c.=66%,2d.=73%</p> <p>Wholistic score= 78% scored Exemplary or Satisfactory, greater than 70% Benchmark. Students at this level still struggle with attendance which relates to achievement and 6% have huge skill gaps exacerbating the problem. I will try to add more grammar.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p>	<p>12/08/2009 - add another grammar component</p>
			<p>12/08/2009 - Using Gen Ed Rubric, ENG 090 students scored as follows: 2a=100%, 2b.=96%, 2c=92%, 2d=89%. Three students scored in the un-satisfactory category 2b,2c,2d. Wholistic average=94%, greater than 70% Benchmark. 2c [examples] improved from previous assessment as did 2d, but still more work needs to be done on grammar. May add an additional grammar component. Added #1 in Gen Ed Rubric.</p>	<p>12/08/2009 - add additional grammar component</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>and critical thinking questions helped students focus and direct writing: 1a=92%, 1b=92%.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p>	
			<p>12/18/2009 - Fall 2009- ENG 090 200 - Twenty-four students were registered for this course at the beginning of the semester. Two students withdrew and two students did not finish the course. Of the students that finished the course 25% passed with an A; 30% passed with a B; and 45% passed with a C. MJV</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p>	
			<p>12/18/2009 - Fall 2009- ENG 060 250 - Nine students were registered at the beginning of the semester. Two students withdrew and four students did not finish the course. Of the three students that passed the class 66% passed with an A and 33% passed with a B. MJV</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p>	
	<p>Program - Developmental Education - Spring 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>Assessment Method Category: Embedded Course Assessment Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>		
	<p>Program - Developmental Education - Math Lab Survey Fall 2009 - See attached files</p>	<p>Assessment Method: 116 students in the Math Lab were surveyed to assess their likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab. Assessment Method Category: Survey Benchmark: Have at least 60% of all students registered for Math Lab classes complete a survey before the end of the semester.</p>	<p>12/17/2009 - 63% of all students registered in the Math Lab completed a survey. Results were tabulated and student's suggestions for improvement were considered. See attached files for specific results of the survey. Result Type: Benchmark Met Action Status: Action Plan In Progress Related Documents: Math Lab Survey Spreadsheets.xls What put you behind schedule.docx Suggestions for Improvement.docx STUDENT PROGRESS.doc Likes.docx Dislikes.docx CHANGES MADE AS A RESULT OF STUDENT SUGGESTIONS.doc AVERAGE GRADE.doc</p>	
	<p>Program - Developmental Education - Math Lab Fall 2009 Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p>Assessment Method: Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I. Assessment Method Category: Course Statistics</p>	<p>12/17/2009 - Completion rates for the Fall 2009 semester were extremely discouraging. It is our goal to have at least 70% of all registered students successfully pass their respective courses with a C or better, but the only course that met and</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Benchmark: > 70% of all students should be able to successfully pass their courses with a grade of C or better.</p>	<p>exceeded that benchmark was the Math 107 course.</p> <p>The completion rates for Math 060, 090, and 099 were fairly consistent with what they were in the Fall 2008 semester; however, the Math 030 success rate was much lower that it has been in the past. One possible explanation for this higher failure rate could be that a larger population of students was enrolled in Math 030, so there was a greater number of students entering the Math Lab with very low mathematics skills. Attendance also plays a major role in a student's success, and poor attendance was prevalent in all of the courses. Math Lab instructors will meet during in-service prior to the beginning of the next semester, and these results will be discussed. Suggestions will be taken for ways in which we can improve student success and attendance without diminishing the integrity and standards of the courses.</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Completion Data.xls</p>	
	<p>Program - Developmental Education - Fall 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p>	<p>12/20/2009 - The results of the Math 090 final exam embedded assessment for Fall 2009 were very discouraging. Only 38% of the 26 students that took the final exam</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p>Related Documents: Fall 2009 Math 090 Embedded Assessment.xlsx</p>	<p>were able to set up and solve the word problem correctly. Of the 26 students that took the final exam, 9 (35%) were unable to successfully to solve the problem. The most discouraging statistic is that 27% of all students that took the final either failed to even attempt the problem, or they simply guessed at an answer and were unable to provide any work to back up their answers. It is our goal to have a full 100% attempt to solve the problem and at least 70% do so successfully.</p> <p>Many students in the Math Lab struggle with word problems because many have poor reading skills and don't understand what is being asked in the problem. Still others have difficulty extrapolating what they've learned in previous lessons and applying it to problems that haven't already been set up for them. Instructors will continue to stress the importance of the work problems and will not allow students to skip them on homework assignments, as some students often try to do.</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Math 090 Embedded Assessment.xlsx</p>	
	<p>Program - Developmental Education - Spring 2009 Math 106 Final Exam Embedded Assessment - Students</p>	<p>Assessment Method: A common rubric was used to score students on their ability to correctly</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p>set up and solve a motion problem. Assessment Method Category: Embedded Course Assessment Benchmark: All students were expected to attempt this problem and at least 70% of students are expected to be able to correctly set up the word problem and obtain the correct answer.</p>		
	<p>Program - Developmental Education - Fall 2009 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly. Assessment Method Category: Embedded Course Assessment Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>12/20/2009 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 29% of the students were able to both set up the problem and solve it correctly. While this statistic was disappointing, it was an increase of 8 percentage points over the last time this assessment was administered. The majority of the students attempted the problem (95%), but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very strong number sense. Many students also have poor reading skills and struggle with the word problems because they have</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>difficulty reading them and understanding what is being asked of them in the problem.</p> <p>Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. Many students dislike word problems and tend to try to copy the answer from the back of the book or simply skip the word problems altogether. Instructors will continue to stress to students that homework assignments with skipped problems or problems that are turned in without showing work are incomplete, and the students will not receive credit for such assignments. Students are also tested on this type of question in more than one chapter throughout the semester and this will continue to occur. However, more time will be spent explaining these types of problems while instructors are working with students during class</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Math 099 Final Exam Embedded Assessment.xlsx</p>	
	<p>Program - Developmental Education - Fall 2009 Math 107 Final Exam Embedded Assessment - Students should be able to successfully set up and solve a series of word problems</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problems were set up and solved correctly.</p>	<p>12/20/2009 - See attached document</p> <p>Result Type: Benchmark Not Met</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>that combine skills learned throughout the course.</p>	<p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt to set up and solve the problems. A class average of at least 75% correct on these word problems is desired.</p>	<p>Action Status: Action Plan In Progress</p> <p>Related Documents: Math 107 Fall 2009</p>	
	<p>Program - Developmental Education - Fall 2009 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (<6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (>6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p>Assessment Method: Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p>Assessment Method Category: Course Statistics</p> <p>Benchmark: It is expected that >70% of students with few absences (<6 absences) will successfully pass their courses with a C or better.</p>	<p>12/22/2009 - In analyzing the correlation between a student's attendance and his grades for the Fall 2009 semester in the Math Lab, it is very obvious that a student's attendance plays a huge role in whether or not a student is able to successfully pass his/her course. In general, students that either failed a course or were forced to withdraw from a course had 3-4 times the number of absences as those students that were able to successfully pass their courses with an A, B, or C. Many students that failed or withdrew from a course missed more than 50% of the scheduled class sessions. Students in the Math Lab are offered numerous opportunities for extra assistance to enhance their chances to succeed in their courses, such as free one-on-one tutoring in the Learning Center, free drop-in tutoring and testing opportunities in the Math Lab during open lab sessions, and final review workshops for which bonus points were offered to those students that attended. It is impossible for students to take advantage of these opportunities, however, if they are unwilling to</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>attend them. Only 13 students attended the final review workshops, and only 14% of the students surveyed in the Math Lab attended regular tutoring sessions. The results of this study will be posted in the Math Lab and pointed out to students on the first day of class as they have been the past several semesters, but until students decide that they are going to fully commit to the classes they've enrolled in by attending class and working diligently while they are in class, I expect to see the same trend in future semesters.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2009 Attendance Vs. Grade Correlation.docx Math 030.xls Math 060.xls Math 090.xls Math 099.xls Math 107.xls</p>	
	<p>Program - Early Childhood Education - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of Early Childhood Education or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>	<p>08/28/2009 - Completion rate has risen since '05 but in '07 only 32%. Need data completion for 2008 and 2009 (will assign to appropriate faculty). (SB)</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>08/28/2009 - Need 08 & 09 data.</p> <p>Follow-Up: 12/17/2009 - SV, SB, KC submit data appropriately and timely.</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Early Childhood Education - GenEd - Read and discuss college-level material specific to Early Childhood</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Early Childhood Education - Critical Thinking - Collect, analyze and present lab and/or practicum data and advocacy data in specific report format and on examinations.</p>	<p>Assessment Method: See related ECE Lab/Practicum Grading Rubric</p> <p>Assessment Method Category: Lab/Practicum/Clinical</p> <p>Benchmark: 80% of the students will achieve grades of 70% or higher.</p> <p>Related Documents: ECPRubric07.htm</p>		
	<p>Program - Early Childhood Education - Professional Competency - Students should be able to produce case studies, observations and assessments, lesson plans and sample curriculum,</p>	<p>Assessment Method: Projects involving all of case studies, observations and assessments, lesson plans and sample curriculum, and reflections are graded on the related rubric.</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Assessment Method Category: Capstone Course/Project</p> <p>Benchmark: 80% of students will achieve competency as measured by grades of 70% or higher</p>		
	<p>Program - Electrical Lineworker - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Electrical Lineworker - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Electrical Lineworker - Internship (Copy) - Successful internship experience for both student and employer.</p>	<p>Assessment Method: At the end of each internship, both the employer and student complete a survey. As these surveys</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: At least 80% of the surveys should have proficient or excellent ratings</p>		
	<p>Program - Emergency Medical Services - GenEd - Solve problems using logic, mathematics,</p>	<p>Assessment Method: Supply reading in the subject with</p>	<p>08/18/2009 - 12 of 12 EMT-Basic students successfully identified</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	computers, or creative thinking.	Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.	conditions and appropriate treatments for simulated medical patients. Result Type: Benchmark Met Action Status: Action Plan In Progress	
	Program - Emergency Medical Services - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of emergency medical services or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Emergency Medical Services - Certification - Acquire industry/professional certification.	Assessment Method: Pass National Registry Exam Assessment Method Category: Standardized Test Benchmark: Pass/fail rate at least 70% for all students.		
	Program - Emergency Medical Services - Practical - Practical scenario stations given frequently and students must pass with 100% proficiency.	Assessment Method: Pass/fail Practical Exam given at the end of each Basic and Intermediate course. Benchmark: At least 70% pass rate.		
	Program - Environmental Engineering Technology - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	Program - Environmental Engineering Technology - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - EPIC - Welding - Welding skills and knowledge to enter the field of welding	Assessment Method: WEL 102 pre/post-test. Assessment Method Category: Pre/Post-Test Benchmark: All students at or above 77% on post-test.		
	Program - EPIC - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - EPIC - Internship - Successful internship experience for both student and employer.	Assessment Method: At the end of each internship, both the employer and student complete a survey. As these surveys Assessment Method Category: Survey Benchmark: At least 80% of the surveys should have proficient or excellent ratings		
	Program - EPIC - Graduates enter job force (Copy) - To produce	Assessment Method: VE-135 - see ve135.ccs.edu		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	graduates who are able to either enter the job force in the field of EPIC fields or continue on for a higher degree.	Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution <hr/> Assessment Method: Trackl welding students after graduation. Assessment Method Category: Survey Benchmark: 100% of them to be employed in LA county as welders.		
	Program - EPIC - Heavy Equipment - Heavy Equipment skills to be preformed in a safe a productive manner.	Assessment Method: HEQ 225 pre/post-test Assessment Method Category: Pre/Post-Test Benchmark: All students at or above 77% on post-test		
	Program - Fine Woodworking - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of fine woodworking, and cabinet making or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.ccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Fine Woodworking - GenEd - Students will demonstrate ability to write about their projects as outlined in Journal assignment.	Assessment Method: See attached assignment handout and rubric. Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% of students will score 2 or higher.	12/16/2009 - Assigned Journal assignment ... Referring to creativivty, see attached document with photos. jr Result Type: Benchmark Met Action Status: Action Plan In Progress	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Fine Woodworking - Theory - Understand the theory of sound structure in cabinetry, and the financial impact of material and design choices.</p>	<p>Assessment Method: WHICH COURSE(S)? Assessment Method Category: Pre/Post-Test Benchmark: ??</p>		
	<p>Program - Fine Woodworking - Design functional furnitutre - Student will be able to produce drawings that will create furniture that will be functional and structurally sound.</p>	<p>Assessment Method: The student will produce and turn in to the instructor a physical drawing, a scale or full size model of a piece of furniture. The instructor will evaluate and critique the design. Assessment Method Category: Embedded Course Assessment</p>		
	<p>Program - Fire Science Technologies - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Fire Science Technologies - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Graphic Design - GenEd - 4a. Perform the mechanics of solving the problem. 4b. Determine a realistic answer (approximation) and qualify result 4c. Demonstrates ability to use</p>	<p>Assessment Method: Question their knowledge about our goverment. In addition I had them list activities that they haver or are working on to improve their community; this will be ranked</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	computer (or appropriate technology) as the appropriate tool 4d. Demonstrates creative thinking	using the gened # a5 rubric. Assessment Method Category: Survey Benchmark: At least 75% score a 90 or above on the survey.		
	Program - Graphic Design - Skills - Demonstrate the practical applications of theory in the technical specialty	Assessment Method: Evaluate student projects Assessment Method Category: Portfolio Benchmark:	12/14/2009 - The students this semester were mostly first term, first year and have not developed the skills necessary to accomplish the poster project. DJB Result Type: Benchmark Not Met Action Status: Action Plan In Progress	12/14/2009 - Meet with the appropriate faculty and administrators to create a logical course of study ensure that students have the necessary prerequisite skills to succeeds in classes. This should be started during the Spring 2010 semester. DJB
	Program - Graphic Design - Graduates enter job force. - To produce graduates who are able to either enter the job force in the field of Graphic Design or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Gunsmithing - Graduates enter job force - To produce graduates who are able to either enter the job force in Gunsmithing, a related field, or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Gunsmithing - Skills - Demonstrate proficiency in the skills required to be a successful gunsmith in business	Assessment Method: Post-Test and Capstone Practical Examination All students in Gunsmithing capstone course GUS 204 Assessment Method Category:		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		Capstone Course/Project Benchmark: >70% skill levels attained		
	Program - Manufacturing Technologies ?Precision Machining Welding ? - GenEd - Read and discuss college-level material specific to Diesel/Heavy Equipment	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Manufacturing Technologies ?Precision Machining Welding ? - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of diesel/heavy equipment or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Manufacturing Technologies ?Precision Machining Welding ? - Certification - Acquire industry/professional certification	Assessment Method: Pass appropriate industry certification ??? SPECIFICALLY ??? Assessment Method Category: Standardized Test Benchmark: At least 70% pass rate.		
	Program - Manufacturing Technologies ?Precision Machining Welding ? - Skills - Be able to perform a task and skill related project, including a blueprint, or materials list, or service manual, and explain rationale, method, etc.	Assessment Method: All full-time students once per academic year for each of the listed skills according to the rubric: 4 = good manual or prints, complete materials list, sound rationale, student able to describe methods, etc.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>3 = one of the items in 4 inadequate 2 = two or three items in #4 inadequate 1 = four or more items in #4 inadequate</p> <p>Assessment Method Category: Lab/Practicum/Clinical</p> <p>Benchmark: ??ALL STUDENTS?? score at least 80% (3.2) on all skills</p>		
	<p>Program - Mass Media Journalism - Deprecated - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Mass Media Journalism - Deprecated - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Massage Therapy - GenEd - Read and discuss college-level material specific to massage therapy and holistic health</p>	<p>Assessment Method: Observe students thinking critically and making appropriate treatment plans within the clinic setting.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>	<p>12/03/2009 - 100% of the students were able to write an essay containing two ethical dilemmas that they experienced with their clients during student clinic. Further they were able to successfully evaluate how they handled the two situations and what they would differently if anything.</p>	<p>Result Type:</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			Benchmark Met Action Status: Action Plan Completed	
	Program - Massage Therapy - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of massage therapy or holistic health or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Massage Therapy - Knowledge and Skills - Obtain a general knowledge of all the body systems, plus a detailed knowledge of anatomy, physiology, kinesiology, and pathology. This also includes therapeutic massage assessment, application, with an emphasis on professional standards, ethics, business and legal practices.	Assessment Method: Course specific pre-test and post test Assessment Method Category: Pre/Post-Test Benchmark: 75% of the students to perform at 70% or higher.		
		Assessment Method: Demonstrate proficiency in various massage techniques with instructor-specific rubric. Assessment Method Category: Lab/Practicum/Clinical Benchmark: 75% of the students to perform at 70% or higher.		
		Assessment Method: National Certification Exam for Therapeutic Massage (NCETM) NCBTMB - the National Certification Board for Therapeutic Massage and Bodywork Assessment Method Category: Standardized Test		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		Benchmark: 90% pass rate		
	Program - Massage Therapy - Satisfactory Pass Rates - Every Massage Therapy Certification student must complete each course with a minimum of 70% or higher.			
	Program - Massage Therapy - National Certification Exam - Achieve a 70% pass rate on a national certification exam. National Certification Exam for Therapeutic Massage [NCETM] National Certification Exam for Therapeutic Massage and Bodywork {NCETMB} Massage and Bodywork Licensing Exam [MBLex]	Assessment Method: Sit for one of the following national exams: National Certification Exam for Therapeutic Massage [NCETM] National Certification Exam for Therapeutic Massage and Bodywork {NCETMB} Massage and Bodywork Licensing Exam [MBLex] Assessment Method Category: Standardized Test Benchmark: 70% or better on one of the following exams: National Certification Exam for Therapeutic Massage [NCETM] National Certification Exam for Therapeutic Massage and Bodywork {NCETMB} Massage and Bodywork Licensing Exam [MBLex]		
	Program - Medical Assistant - Certification - Acquire a Medical Assistant certification. yo. Four students graduated in May 2009. 2 have successfully completed Colorado Board Examination. 1 currently working as a Medical Assistant, 1 continuing education in Nursing. Will have 7 students	Assessment Method: National Healthcareer Association CMAA exam Assessment Method Category: Standardized Test Benchmark: 70% of graduates will pass and be designated as Certified Medical	12/14/2009 - 100% who have taken the designated Certified Medical Administrative Assistant exam have passed. yo Result Type: Benchmark Met Action Status: Action Plan In Progress	12/14/2009 - Seven students to complete program in May 2010. Plan on 5 out of the 7 to take Certified Medical Administrative Assistant exam and pass. Continue to track. yo

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	graduating in May 2010. yo	Administrative Assistants		
	<p>Program - Medical Assistant - Skills (Copy) - Be able to take a patient's vital signs to be successful as a Medical Assistant. Continue to monitor in Introduction to Clinical Skills in Spring 2010. yo</p>	<p>Assessment Method: For each course, students will complete pre-and post tests or comprehensive projects. Assessment Method Category: Lab/Practicum/Clinical Benchmark: 70% of students earn 70% or better</p>	<p>12/14/2009 - In Medical Terminology 35 students completed pre-test and post test with a bench mark of 95%. yo Result Type: Benchmark Met Action Status: Action Plan Completed</p>	
	<p>Program - Medical Assistant - GenEd (Copy) - Read and discuss college-level material specific to the Medical Field. Two Medical Terminology class this semester with a total of 37 students. 35 students successfully completed course along with read and discuss college-level material specific to the Medical Field. Will continue to monitor in Spring 2010. yo</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.</p>	<p>12/14/2009 - Students read and discuss college-level material specific to the Medical Field with a mark of 90%. yo Result Type: Benchmark Met Action Status: Action Plan In Progress</p>	<p>12/14/2009 - Continue to follow each semester. yo</p>
	<p>Program - Medical Assistant - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of Medical Assistants or continue on for a higher degree. Four MA's graduated in May 2009. 2 have successfully completed Colorado State Board Examination. 1 currently working in the field, 1 is continuing nursing education. yo</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>	<p>12/14/2009 - After completion of Certified Medical Assistant Examination with 2 students taking exam. 1 student currently working in the field the other student continuing her nursing education. 100%. yo Result Type: Benchmark Met Action Status: Action Plan In Progress</p>	<p>12/14/2009 - Continue to follow with 7 students to complete program in May 2010. yo</p>
	<p>Program - Multimedia Arts - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	for a higher degree.	Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Multimedia Arts - GenEd (Copy) - Read and discuss college-level material specific to Multimedia Arts.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Nurse Aide / Nursing Assistant - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Nurse Aide / Nursing Assistant - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution	08/28/2009 - 100% job placement for 2008. L.S. Result Type: Benchmark Met Action Status: Action Plan In Progress	
	Program - Nurse Aide / Nursing Assistant - Reading Readiness - Students entering nurse aide program will demonstrate adequate reading skill.	Assessment Method: Students entering the Nurse Aide program will be required to take the Accuplacer. Assessment Method Category: Standardized Test Benchmark: REA Score must exceed ??		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	Program - Nurse Aide / Nursing Assistant - Certification - Nurse Aide graduates will pass the Colorado State Nurse Aide Certification Exam	Assessment Method: Colorado State Board Certification Exam Assessment Method Category: Standardized Test Benchmark: Pass rate of 70%	12/16/2009 - results for State Board Nurse Aide Exam written portion of test for 7/01/2009 - 09/30/2009....95% skills portion was 58% for the same time period, up from 47% previous quartered...mjd Result Type: Benchmark Not Met Action Status: Action Plan In Progress	12/16/2009 - I will again meet with our classroom instructor before the start of teh spring semester and highlight the areas that are needing more attention in the instructional setting..mjd
			06/30/2009 - quarterly reports for 4/1/09 to 6/30/09 written tests-100% skills-47% mjd Result Type: Benchmark Not Met Action Status: Action Plan In Progress	08/28/2009 - revisit issues of students pass rates with instructor for state skills exam and specific skills not completed to state testing standards(mjd)
			01/06/2009 - Current State Board pass rate of 50%. Written test results = 100%, Skills exam results = 50%. (LS) Result Type: Benchmark Not Met Action Status: Action Plan In Progress	09/04/2009 - CNA Coordinator will review with Nurse Aide Instructor nurse aide skills areas identified as weak by the State Board Report. Follow-Up: 08/28/2009 - classroom instructor was informed of issues in need of attention, discussed possible ways to improve teaching skills.(mjd) 08/28/2009 - CNA Coordinator will contact State Board for direction related to selection of rater.
	Program - Nursing LPN / ADN - Graduates enter job force - To produce graduates who are able to enter the health care work force at a safe entry level and who will	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>continue their nursing education to acquire higher level in field.</p>	<p>Benchmark: 70% of graduates are employed in a health care setting 35% of graduates are continuing with higher education</p> <hr/> <p>Assessment Method: ERI (Educational Resources Inc.) testing in Pharmacology, Nurse Manager Profile, Nursing care of Adults I & II, Therapeutic Communication, Health Assessment, Critical Thinking, and the State Mandated RN Assessment</p> <p>Assessment Method Category: Standardized Test</p> <p>Benchmark: Student scores are 4 points above national average for ERI testing</p> <hr/> <p>Assessment Method: RN-NCLEX Colorado State Board of Nursing Website Colorado State Board pass rates are posted at: www.dora.co.us/nursing/education//RN-PassRates.pdf</p> <p>Assessment Method Category: Standardized Test</p> <p>Benchmark: Colorado State mandated 75% pass rate on RN-NCLEX</p> <hr/> <p>Assessment Method: Unit tests from ATI.</p> <p>Assessment Method Category: Standardized Test</p> <p>Benchmark:</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			100% of students must achieve the required score (level 2) the first time a test is taken, remediation as designated MUST BE COMPLETED and submitted to the testing coordinator.	
	Program - Nursing LPN / ADN - GenEd - Read and discuss college-level material specific to Nursing.	Assessment Method: supply questions from assigned chapter reading to evaluate higher level of critical thinking related to nursing interventions. Assessment Method Category: Chapter Test Benchmark: At least 77% score or higher.		
	Program - Occupational Safety and Health - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Occupational Safety and Health - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Occupational Safety and Health - Certification - Students will pass an industry certification exam, such as OHST, CHST, STS, ASP, or CSP.	Assessment Method: Certification exam (Occupational Health & Safety Technologist, Construction Health & Safety Technician, Safety Trained		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Supervisor, Associate Safety Professional, Certified Safety Professional).</p> <p>Assessment Method Category: Standardized Test</p> <p>Benchmark: 80% of students completing the OSH program will pass one or more certification exams within one year of graduation.</p>		
	<p>Program - Office Technologies - GenEd - Read and discuss college-level material specific to general office procedures and general bookkeeping.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Office Technologies - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of administrative assistant, receptionist, bookkeeper, bank teller, or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ctep.cccs.edu/energizer/reports/report_list.jsp#trends</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: 40% get jobs in Office Technologies or related area within one year or transfer to a 4-year college or university</p>	<p>12/16/2009 - 8/59 completers (14%) in 2008, down from 22% in '07, but the data are incomplete. (gr)</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>12/16/2009 - Double check raw VE-135 data - Mike M? machine? (gr)</p>
	<p>Program - Office Technologies - Program Portfolio - This would include student's best sample of timed writings, resume, cover letter, job search evidence, accounting capstone project, business plan, business letter</p>	<p>Assessment Method: Individual Project</p> <p>Assessment Method Category: Capstone Course/Project</p> <p>Benchmark: 80%</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	sample, Excel workbook sample, Access database sample, presentation sample, and report sample.			
	Program - Web Management - GenEd (Copy) - Read and discuss college-level material specific to	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Web Management - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
3 - Operational Excellence - To ensure that the college is run efficiently and safely, using modern technology appropriately.	Program - Agri-Business Technology - Safety - Students can identify safety issues in specific areas of agriculture	Assessment Method: Student can identify safety hazards at lab site Assessment Method Category: Lab/Practicum/Clinical Benchmark: 90% of issues identified		
To monitor the college's performance in all areas and to use the data gathered to improve the college's overall effectiveness.	Program - Developmental Education - Spring 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship	Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly. Assessment Method Category: Embedded Course Assessment		
To provide shared governance opportunities by which college faculty and staff participate in significant institutional decisions.				

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	between its dimensions.	Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.		
	Program - Developmental Education - Spring 2009 Math 106 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.	Assessment Method: A common rubric was used to score students on their ability to correctly set up and solve a motion problem. Assessment Method Category: Embedded Course Assessment Benchmark: All students were expected to attempt this problem and at least 70% of students are expected to be able to correctly set up the word problem and obtain the correct answer.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
4 - Community Relationships - To provide training and education that will enhance workforce skills for businesses in our community. To present opportunities for cultural enrichment and life-long learning for our community. To provide opportunities for students to interact positively and appropriately in the community.	Program - Addictions Counseling - Graduates enter job force - To produce graduates who are able to either enter the job force or continue on for a higher degree in the field of Addictions Counseling.	Assessment Method: Instructor contacts graduates. Assessment Method Category: Survey Benchmark: At least 90% of students will enter the job force in Addiction Counseling.	12/17/2009 - Since the program began in Spring of 2008 we have had 61 students take the addiction counseling classes. Those 61 students have earned 333 course certificates. Of those 61 students 31 students have reported that they are currently employed. As of this date 51% of these students have entered the job force in Addictions Counseling. Result Type: Benchmark Not Met Action Status: Action Plan In Progress	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Agri-Business Technology - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Agri-Business Technology - Saftey - Students can identify safety issues in specific areas of agriculture</p>	<p>Assessment Method: Student can identify safty hazzards at lab site Assessment Method Category: Lab/Practicum/Clinical Benchmark: 90% of issues identified</p>		
	<p>Program - Aquaculture - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of Aquaculture or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Automotive Service Technology - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of Auto-Mechanics, Parts clerk, or continue on to obtain a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Automotive Service Technology - Certification - Acquire industry/professional certification,this can be accomplished after working in the field for two years.ASE-Certification. (Automotive Service Excellence).</p>	<p>Assessment Method: Pass 2 ASE exams or equivalent Assessment Method Category: Standardized Test Benchmark: 70% obtain Professional / industry certification ASE exams</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Business Mgt - Graduates who are capable of entering the job force in business related fields - To produce graduates who are able to either enter the job force in the field of Accounting or General Business or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Commercial Vehicle Operation - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Computer Information Systems - Graduates enter job force - To produce graduates who are able to either enter the job force in an entry-level business position or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Computer Technologies - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>	<p>08/18/2009 - We need to do better than that! (ro) Result Type: Benchmark Met Action Status: Action Plan Not Required</p>	
	<p>Program - Construction Tech - Graduates enter job force in construction industry - To produce graduates who are able to either enter the job force in the field of</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	construction or continue on for a higher degree.	Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Construction Tech - Certification - Students will obtain certification in various tools, methods, equipment and materials.	Assessment Method: Skid-steer operator ?TEST? Powder (?POWER?)-actuated tools ?TEST? Fire stop ?TEST? 30-Hr OSHA ?TEST? ICF installation ?TESTS? Testing for these certifacates is given by individuals in the industry and given to meet industry standards Assessment Method Category: Standardized Test Benchmark: Pass industry testing and certification for ?ALL?		
	Program - Construction Tech - Professional Conduct - Students will meet with individuals who are involved in the construction industry, including contractors and inspectors, and be able to work with them in a professional capacity	Assessment Method: Students meet with and submit applications for building permits, submit letters of approval from engineers and architects. Students will be evaluated by the professional contact ?USING A STANDARD FORM??. Students will be graded according to the outcome of their applications and letters. Assessment Method Category: Survey Benchmark: ?		
	Program - Cosmetology / Hair Styling and Design / Manicurist /	Assessment Method:		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Esthetician / Barber - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of _____cosmetology_____ or continue on for a higher degree.</p>	<p>VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Criminal Justice - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Developmental Education - Reading - Read at a level necessary to function in community college certificate or degree programs.</p>	<p>Assessment Method: Pre/post test in with Gray Silent Reading Test or the Reading Accuplacer, including Statistics from REA 030, 060, 090: # enroll, # succeed, # withdraw , # incompletes. See Benchmarks below for definition of "succeed." Assessment Method Category: Pre/Post-Test Benchmark: After completing the course, students will demonstrate one of the following GSR or Accuplacer scores: REA 030 - grade 6 or 30-40+; REA 060 - grade 9 or 40-62+; REA 090 - grade 12 or 62-80. Overall, at least 70% success rate for all enrollees.</p>		
			<p>12/18/2009 - Fall 2009- REA 090 200 - In this course eleven students were registered at the beginning of the semester. Three students withdrew and one student did not</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>finish the course due to illness. Of the seven students that finished the course 71% passed with an A; 14% with a B; and 14% with a C.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p>	
			<p>12/18/2009 - Fall 2009- At the beginning of the semester there were 27 students enrolled in REA 060 on the Valley Campus. Two students withdrew and seven students did not finish the course. Of the eighteen students that finished REA 060 22% passed with an A; 33% passed with a B; and 44% passed with a C. MJV</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p>	
			<p>12/15/2009 - REA 060 works to fill in gaps left by early reading training. In the fall of 2009, two REA 060 classes held a total of 20 students. Five dropped and three (one was in rehabilitation) didn't finish. Of the remaining students, 92% improved an average of 12.7 points over the semester on the print version of the Accuplacer Reading test. See attached documents. SH</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents:</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>REA060-002 fall 2009.docx REA060-004 fall 2009.docx Avg Improv Accu Scores 07-09.docx</p> <hr/> <p>12/15/2009 - In the fall of 2009, the two REA 090 classes had 14 students enrolled. One student was dropped by the college; one died, and one didn't complete the course. Of the remaining students, 36% improved an average of 11 points over the semester on the print version of the Accuplacer Reading test. Disease and personal crises played major roles in attendance and performance during testing. See attached documents. The worst results came from the afternoon class which also had the worst attendance. SH</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: REA090-004 fall 2009.docx Avg Improv Accu Scores 07-09.docx REA090-002 fall 2009.docx</p>	
	<p>Program - Developmental Education - Math - Perform mathematics at a level necessary to function in college-level courses.</p>	<p>Assessment Method: Completion Analysis: Because student attendance directly affects their ability to pass their respective courses, statistics from MAT 030, 060, 090, and 099 (formerly 106): #enroll, #succeed, #withdraw, #incompletes will be tallied by the math-lab supervisor these courses at the end of each semester and submit results here.</p> <p>Assessment Method Category:</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Course Statistics Benchmark: >70% rate of success in developmental math courses</p> <hr/> <p>Assessment Method: Mathlab Survey: See attached survey of how well math lab works for students. Assessment Method Category: Survey Benchmark: ?</p> <hr/> <p>Assessment Method: Attendance vs. Grade Correlation Spreadsheet is developed for each course in mathlab with attendance and grade information. Assessment Method Category: Course Statistics Benchmark: ?</p>		
	<p>Program - Developmental Education - Spring 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly. Assessment Method Category: Embedded Course Assessment Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>		
	<p>Program - Developmental Education - Spring 2009 Math 106 Final Exam Embedded Assessment - Students</p>	<p>Assessment Method: A common rubric was used to score students on their ability to correctly</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.	<p>set up and solve a motion problem.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt this problem and at least 70% of students are expected to be able to correctly set up the word problem and obtain the correct answer.</p>		
	<p>Program - Early Childhood Education - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of Early Childhood Education or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.ccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>	<p>08/28/2009 - Completion rate has risen since '05 but in '07 only 32%. Need data completion for 2008 and 2009 (will assign to appropriate faculty). (SB)</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>08/28/2009 - Need 08 & 09 data.</p> <p>Follow-Up: 12/17/2009 - SV, SB, KC submit data appropriately and timely.</p>
	<p>Program - Early Childhood Education - Critical Thinking - Collect, analyze and present lab and/or practicum data and advocacy data in specific report format and on examinations.</p>	<p>Assessment Method: See related ECE Lab/Practicum Grading Rubric</p> <p>Assessment Method Category: Lab/Practicum/Clinical</p> <p>Benchmark: 80% of the students will achieve grades of 70% or higher.</p> <p>Related Documents: ECPRubric07.htm</p>		
		<p>Assessment Method: Student will observe, record observations, and use data to complete assessment of 1 child</p> <p>Assessment Method Category: Portfolio</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		Benchmark: 80% of students will achieve grade 70% or higher.		
	Program - Electrical Lineworker - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Electrical Lineworker - Internship (Copy) - Successful internship experience for both student and employer.	Assessment Method: At the end of each internship, both the employer and student complete a survey. As these surveys Assessment Method Category: Survey Benchmark: At least 80% of the surveys should have proficient or excellent ratings		
	Program - Emergency Medical Services - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of emergency medical services or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Emergency Medical Services - Certification - Acquire industry/professional certification.	Assessment Method: Pass National Registry Exam Assessment Method Category: Standardized Test Benchmark: Pass/fail rate at least 70% for all students.		
	Program - Environmental Engineering Technology - Graduates	Assessment Method: VE-135 - see ve135.cccs.edu		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - EPIC - Internship - Successful internship experience for both student and employer.	Assessment Method: At the end of each internship, both the employer and student complete a survey. As these surveys Assessment Method Category: Survey Benchmark: At least 80% of the surveys should have proficient or excellent ratings		
	Program - EPIC - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of EPIC fields or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Fine Woodworking - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of fine woodworking, and cabinet making or continue on for a higher degree.	Assessment Method: Trackl welding students after graduation. Assessment Method Category: Survey Benchmark: 100% of them to be employed in LA county as welders.		
	Program - Fine Woodworking - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of fine woodworking, and cabinet making or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Fire Science Technologies - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Graphic Design - Graduates enter job force. - To produce graduates who are able to either enter the job force in the field of Graphic Design or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Gunsmithing - Graduates enter job force - To produce graduates who are able to either enter the job force in Gunsmithing, a related field, or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Manufacturing Technologies ?Precision Machining Welding ? - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of diesel/heavy equipment or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Manufacturing Technologies ?Precision Machining Welding ? - Certification - Acquire industry/professional certification</p>	<p>Assessment Method: Pass appropriate industry certification ??? SPECIFICALLY ??? Assessment Method Category: Standardized Test Benchmark: At least 70% pass rate.</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Mass Media Journalism - Deprecated - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Massage Therapy - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of massage therapy or holistic health or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Medical Assistant - Certification - Acquire a Medical Assistant certification. yo. Four students graduated in May 2009. 2 have successfully completed Colorado Board Examination. 1 currently working as a Medical Assistant, 1 continuing education in Nursing. Will have 7 students graduating in May 2010. yo</p>	<p>Assessment Method: National Healthcareer Association CMAA exam Assessment Method Category: Standardized Test Benchmark: 70% of graduates will pass and be designated as Certified Medical Administrative Assistants</p>	<p>12/14/2009 - 100% who have taken the designated Certified Medical Administrative Assistant exam have passed. yo Result Type: Benchmark Met Action Status: Action Plan In Progress</p>	<p>12/14/2009 - Seven students to complete program in May 2010. Plan on 5 out of the 7 to take Certified Medical Administrative Assistant exam and pass. Continue to track. yo</p>
	<p>Program - Medical Assistant - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of Medical Assistants or continue on for a higher degree. Four MA's graduated in May 2009. 2 have successfully completed Colorado State Board Examination. 1 currently working in the field, 1 is</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>	<p>12/14/2009 - After completion of Certified Medical Assistant Examination with 2 students taking exam. 1 student currently working in the field the other student continuing her nursing education. 100%. yo Result Type: Benchmark Met Action Status:</p>	<p>12/14/2009 - Continue to follow with 7 students to complete program in May 2010. yo</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	continuing nursing education. yo		Action Plan In Progress	
	Program - Multimedia Arts - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution		
	Program - Nurse Aide / Nursing Assistant - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.	Assessment Method: VE-135 - see ve135.cccs.edu Assessment Method Category: Survey Benchmark: >70% placement in the work force or transfer to a 4-year institution	08/28/2009 - 100% job placement for 2008. L.S. Result Type: Benchmark Met Action Status: Action Plan In Progress	
	Program - Nurse Aide / Nursing Assistant - Certification - Nurse Aide graduates will pass the Colorado State Nurse Aide Certification Exam	Assessment Method: Colorado State Board Certification Exam Assessment Method Category: Standardized Test Benchmark: Pass rate of 70%	12/16/2009 - results for State Board Nurse Aide Exam written portion of test for 7/01/2009 - 09/30/2009....95% skills portion was 58% for the same time period, up from 47% previous quaterd...mjd Result Type: Benchmark Not Met Action Status: Action Plan In Progress 06/30/2009 - quarterly reports for 4/1/09 to 6/30/09 written tests-100% skills-47% mjd Result Type: Benchmark Not Met Action Status: Action Plan In Progress	12/16/2009 - I will again meet with our classroom instructor before the start of teh spring semester and highlight the areas that are needing more attention in the instructional setting..mjd 08/28/2009 - revisit issues of students pass rates with instructor for state skills exam and specific skills not completed to state testing standards(mjd)
			01/06/2009 - Current State Board	09/04/2009 - CNA Coordinator will

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>pass rate of 50%. Written test results = 100%, Skills exam results = 50%. (LS)</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>review with Nurse Aide Instructor nurse aide skills areas identified as weak by the State Board Report.</p> <p>Follow-Up: 08/28/2009 - classroom instructor was informed of issues in need of attention, discussed possible ways to improve teaching skills.(mjd)</p> <hr/> <p>08/28/2009 - CNA Coordinator will contact State Board for direction related to selection of rater.</p>
	<p>Program - Occupational Safety and Health - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: >70% placement in the work force or transfer to a 4-year institution</p>		
	<p>Program - Office Technologies - Graduates enter job force - To produce graduates who are able to either enter the job force in the field of administrative assistant, receptionist, bookkeeper, bank teller, or continue on for a higher degree.</p>	<p>Assessment Method: VE-135 - see ctep.cccs.edu/energizer/reports/report_list.jsp#trends</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: 40% get jobs in Office Technologies or related area within one year or transfer to a 4-year college or university</p>	<p>12/16/2009 - 8/59 completers (14%) in 2008, down from 22% in '07, but the data are incomplete. (gr)</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>12/16/2009 - Double check raw VE-135 data - Mike M? machine? (grr)</p>
	<p>Program - Web Management - Graduates enter job force (Copy) - To produce graduates who are able to either enter the job force in the field of _____ or continue on</p>	<p>Assessment Method: VE-135 - see ve135.cccs.edu</p> <p>Assessment Method Category: Survey</p> <p>Benchmark:</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	for a higher degree.	>70% placement in the work force or transfer to a 4-year institution		