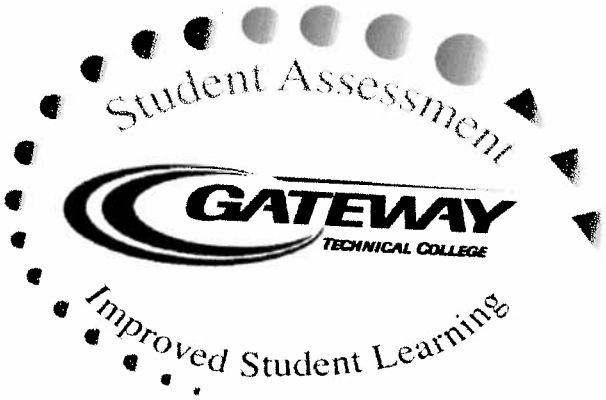
Assessment of Student Academic Achievement
A Cycle of Improved Student Learning



Guide for the 2006 Student Assessment Cycle
January 17 to October 13, 2006

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GATEWAY TECHNICAL COLLEGE
Serving Southeastern Wisconsin since 1911

The Student Assessment Process at Gateway

Student Assessment at Gateway Technical College is about continuous improvement of student academic and career skills performance, not about auditing or evaluating faculty performance. For the assessment process to be successful, it is important for program faculty to clearly articulate statement of purpose, learning outcomes, student performance standards, and the criteria by which student performance is measured. The measured performance is then compared to the standards to determine what areas of instruction need improvement and then to take action to cause improvements.

Good assessment requires the use of a variety of data, observations, measures and feedback, and this requires effort. Good assessment is also a continuous or ongoing process, not a process that only takes place the year prior to an accreditation site visit! When conducting assessment becomes a habit and individual faculty conduct assessment recognizing the value of the process, then the College has created an effective assessment culture.

An annual assessment cycle has made student assessment a continuous activity at Gateway creating a need to provide constant attention to the continuous improvement process. The major challenge in the annual assessment cycle is to get faculty into the mindset that the process is, indeed, continuous: that assessment plans (learning outcomes, measures) are prepared early in the cycle (January to May) and the completed assessment plan (measure results action plans to implement changes based upon collected data) are documented in the semester following the data collection (August to November). Thus at any given time during the year/cycle, program faculty are collecting and analyzing data for the current cycle, planning for the next cycle, and putting into effect action plans developed in the prior cycle.

To make the process really work, it has been essential to provide assistance for faculty and staff to understand and participate in the assessment process. Assistance includes: creation and distribution of assessment packet templates, a guide for the use of the packet, help in creating and implementing an assessment plan and developing rubrics to score measures. Ancillary services include archiving and retrieving completed assessment plans, training to review essential elements of an assessment plan, conducting evaluations of the assessment process, and disseminating assessment plan results.

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- Core Ability Philosophy, List of Core Abilities and Performance Indicators

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- Quality Indicator: Students Learn,
  Measure 1.3, Percentage of programs achieving four of six targets identified in the Program Assessment Action Plan.

Required for the 2006 Assessment Cycle

1. Require 100% participation of active Programs.

2. Continue effort to require Programs to adopt standards where national standards exist.

3. Encourage General Education Divisions to collaborate with Program faculty in assessing skills as applied in Program skills assessment.

4. Encourage Programs and General Education Divisions to use WorkKeys results as measures of Learning Outcomes and associated Core Abilities.

5. Review recommendations of General Education Assessment Task Force for implementation during 2006 Assessment Cycle.

6. Require Programs to use checklists, rubrics, certifying, and licensure exams as measures of student achievement.

7. Require Action Plans on Assessment Plan Form include the following:
    - Change to be made to improve student learning
    - Timeline when change will be in place
    - Budget impact foreseen
    - Staff responsible for the putting change in place
    - Lead Program Dean approval of action plans identifying change to improve student learning.

8. Continue TracDat pilot.

9. Align the date for submission of completed Assessment Plan Packets with Program Review Process. Completed Program Assessment Plan Packets will be due on or before October 13, 2006.

2006 Assessment Cycle Timeline

Spring Semester—January to May 1

JANUARY and FEBRUARY

Program Assessment Facilitator with Program Faculty:

- Review the three Learning Outcomes with associated Core Abilities to be assessed in 2006
- Determine Multiple Measures Of Assessment and Standards to be applied to chosen Learning Outcomes and Core Abilities
- Develop rubrics for scoring measures
- Review with Lead Program Dean
- Review Program Assessment Plan with Program Advisory Committee

FEBRUARY, MARCH and APRIL

- Measure the three chosen Learning Outcomes and associated Core Abilities

MAY 1, 2006

E-Mail to Assessment Coordinator

- **Assessment Packet with the following elements:**
  - **updated Long List of Learning Outcomes**
  - **three Learning Outcomes to be assessed in 2008 identified**
  - **Assessment Form with first two columns completed**
- **Spring Advisory Committee Minutes**

Fall Semester—August to October 13

AUGUST and SEPTEMBER

Program Assessment Facilitator with Program Faculty:

- Determine measure results using rubric
- Compare with standards
- Determine how data results will be utilized to improve student learning
- Write Action Plan to improve student learning; include What, When, Budget Impact, and staff responsible for putting change into place
- Submit to Assessment Coordinator
- Review Program Assessment Plan with Program Advisory Committee

OCTOBER 13, 2006

E-Mail to Assessment Coordinator

- Assessment Packet completed
- Fall Advisory Committee Minutes

Schedule for Evaluation of Program Student Assessment Plans

The Student Assessment Committee evaluates Program Student Assessment Plans on a tri-annual cyclical rotation. A checklist (published on the cover page of the Assessment Packet) tells programs exactly what the Student Assessment Committee is looking for in evaluating plans. The Assessment Coordinator evaluates Plans not reviewed by the Committee.

2006	2007	2008
Aeronautics-Pilot Training (10-402-1)	Applied Engineering Technology (10-623-7)	Accounting (10-101-1)
Airframe & Powerplant Mechanics (32-402-1)	Automated Manufacturing Systems Technician (10-628-3)	Air Conditioning, Heating, and Refrigeration Technology (10-601-1)
CIS – Microcomputer Specialist (10-107-3)	Automotive Laboratory Technology (10-602-1)	Barber/Cosmetologist (31-502-1)
CIS – Network Specialist (10-107-8)	Automotive Maintenance Technician (31-404-3)	Bioscience Technician (10-007-4)
CIS – Programmer/Analyst (10-107-1)	Early Childhood Education (10-307-1)	Civil Engineering Technology (10-607-1)
Criminal Justice-Law Enforcement (10-504-1)	Electrical Engineering Technology (10-662-1)	Culinary Arts (10-316-1)
Fire Science (10-503-1)	Electromechanical Technology (10-620-1)	Dental Assistant (31-508-1)
General Education – Communications	Electronic Technician (10-605-1)	Drafting – Mechanical and Computer (31-421-2)
Graphic Technologies – Designer (10-204-3)	EMT – Basic (30-531-3)	General Education – Mathematics
Graphic Technologies – Electronic Prepress (31-204-9)	EMT – Paramedic (30-531-2)	Health Information Technology (10-530-1)
Horticulture (10-001-1)	Fluid Power Technology (10-612-1)	Health Unit Coordinator (30-510-2)
Hotel/Hospitality Management (10-109-1)	General Education – Social and Behavioral Sciences	Interior Design (10-304-1)
Human Services Associate (10-520-3)	General Education - Science	Mechanical Design Technician (10-606-1)
Instructional Assistant (10-522-2)	Industrial Mechanical Technician (10-462-1)	Medical Assistant (31-509-1)
Interpreter Technician (10-533-2)	Machine Tool Technician (32-420-1)	Medical Transcription (31-106-7)
Office Assistant (31-106-1)	Marketing (10-104-3)	Nursing Assistant (Basic) (30-510-1)
Office Systems Technology (10-106-8)	Supervisory Management (10-196-1)	Nursing – Associate Degree (10-510-1)
Radio Broadcasting Technician (10-701-2)	Welding (31-442-1)	Physical Therapist Assistant (10-524-1)
Technical Communications (10-699-1)	Welding/Maintenance & Fabrication (30-442-2)	Practical Nursing (LPN) (31-510-1)
Web Developer/Administrator (10-152-3)		Surgical Technology (10-512-1)

2006 Cycle Assessment Packet

Page 1—Cover Page: includes checklist used by the Student Assessment Committee and the Assessment Coordinator to evaluate Plans

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
A Cycle of Improved Student Learning
2006 Cycle (January to October 13, 2006)

Program Title:_____ **Program Assessment Facilitator:**_____

Assessment Plan Checklist

Reviewed in May

- ☐ Plan includes a Program Purpose Statement
- ☐ Plan includes a list of 5 to 8 Learning Outcomes
  - ○ Each Learning Outcome is associated with at least one Core Ability
  - ○ Each Learning Outcome states an expectation of student application of skills, knowledge, or attitude related to the program
- ☐ Three Learning Outcomes with associated Core Abilities are assessed this Assessment Cycle
- ☐ Two Means of Assessment are identified for each Learning Outcome
  - ○ Both measures are summative and capstone
  - ○ At least one measure is a direct measure of student learning
- ☐ Each measure has a standard and criteria identified
  - ○ Each standard and criteria reflects reasonable expectations for program students based on the curriculum
  - ○ Each standard and criteria reflects a national skills standard if established
  - ○ Each standard and criteria reflects reasonable minimum expectations for student performance of skills, knowledge or attitude related to the program

Reviewed in October

- ☐ An Assessment Result listing aggregate data is reported for each measure
- ☐ Action Plans based upon assessment data and aimed at improving student performance are in place
  - Action Plans identify changes planned to improve student learning
  - Action Plans identify when the changes will take place
  - Action Plans estimate budget impact due to implementation of the change
  - Action Plans identify staff responsible for implementation
  - Action Plans have Lead Program Dean approval
- ☐ Exceptions to the above criteria are justified
  - Exceptions are due to factors beyond division faculty's control
  - A timeline is established to resolve each exception to the criteria
  - Not applicable
- ☐ Lead Dean Approval (communicated to Assessment Coordinator)

Approval Status:

- ☐ **Approved**—Plan shows acceptable participation in the Student Assessment Process
- ☐ **Approved**—Plan will be approved pending revision due _____.
- ☐ **Provisionally Approved**—Plan shows acceptable participation in the Student Assessment process with justified exceptions
- ☐ **Disapproved**—Plan does not show acceptable participation in the Student Assessment process
- ☐ Acceptable Plan must be resubmitted by_____

Student Assessment Coordinator

Student Assessment Committee Chair

Page 2—Program Learning Outcome/Associated Core Abilities Page: includes projected year for assessment.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
A Cycle of Improved Student Learning
2006 Cycle (January to October 13, 2006)

Program Title:_____ **Program Assessment Facilitator:**_____

Program Statement of Purpose: (The Statement of Purpose flows from the College mission statement and is the mission statement for this program. The program Learning Outcomes flow from the Statement of Purpose.)

Long List of Program Learning Outcomes and associated Core Abilities:
(List of between five and eight Program Learning Outcome statements with associated Core Abilities for your Program)

Program Learning Outcomes	**Associated Core Abilities** (as many as appropriate with each Learning Outcome)	Projected Year for Assessment								
		2001	**2002**	**2003**	**2005**	**2005**	**2006**	**2007**	**2007**	2008
Learning Outcomes are statements of specific and general knowledge, skills, attitudes and abilities demonstrated by the program graduate.	Core Abilities and Indicators can be found on page 16.	Indicate in which year Learning Outcomes and associated Core Abilities will be assessed. Each are assessed every three years.								

Page 3— Program Assessment Plan Form 2006 Cycle (January to October 13, 2006)

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
A Cycle of Improved Student Learning

Program Title:_____ **Program Assessment Facilitator**_____

Program Advisory Committee Review Dates: Spring_____ Fall:_____

Gateway Technical College Mission Statement

We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities.

Program Statement of Purpose

(The Statement of Purpose flows from the College mission statement and is the mission statement for this program. The program Learning Outcomes flow from the Statement of Purpose.)

Intended Learning Outcomes Associated Core Abilities	Means of Assessment and Criteria for Success	Assessment Results	Action Plan to Improve Student Learning If Assessment Results data indicate change is needed to improve student learning, provide the information below Lead Dean's approval, indicated on page one, is required.
1. Learning Outcome Copy from the previous page the three Learning Outcomes to me assessed this year. Core Ability: Choose one of the Core Abilities associated with each Learning Outcome to be assessed this year.	1a. * Identify two measures to be used to assesses each Learning Outcome and associated Core Ability. (One measure must be a direct measure of student learning.) Apply the standard determined appropriate by a certifying group or industry.	1a. Report the actual results of the measure based upon the appropriate standard.	1a. Identify the change, when will it be in place, whether or not there will be an impact to the budget due to the change, staff responsible for instituting the change and lead program dean approval.. Change to be made: Change will be in place: Budget impact due to the change: Faculty responsible for developing the change
	1b.	1b.	1b. Change to be made: Change will be in place: Budget impact due to the change: Faculty responsible for developing the change
2. Learning Outcome: Core Ability:	2a.*	2a.	2a. Change to be made: Change will be in place: Budget impact due to the change: Faculty responsible for developing the change

	2b.	2b.	2b. Change to be made: Change will be in place: Budget impact due to the change: Faculty responsible for developing the change
3. Learning Outcome: Core Ability:	3a.*	3a.	3a. Change to be made: Change will be in place: Budget impact due to the change: Faculty responsible for developing the change
	3b.	3b.	3b. Change to be made: Change will be in place: Budget impact due to the change: Faculty responsible for developing the change

* One measure must be a direct measure of student achievement

Page 4—Request for Exception Page: Programs unable to submit required materials complete this page.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
A Cycle of Improved Student Learning
2006 Cycle (January to October 13, 2006)

Program Title:_____ Program Assessment Facilitator:_____

Gateway Technical College has a fully articulated Student Assessment Process in which all active Associate Degree, Technical Diploma Programs and General Education develop an annual Assessment Plan. Programs are in compliance with the Assessment Process when submitting a completed Program Assessment Plan form, list of five to eight Learning Outcomes with associated Core Abilities, and copies of Program Advisory Minutes from spring and fall semester meetings detailing discussion of the Program's Assessment Plan and progress toward completing the Plan. If any of these elements have not been submitted, indicate the missing element, the reason the material is missing, and when the material will be added to complete the packet. Programs with acceptable rationale for exceptions will be considered in compliance and provisionally approved.

Exception Requested for (check all that apply)	Rationale for Exception	Estimated Date of Compliance
☐ Statement of Purpose		
☐ Long list of program Learning Outcomes/associated Core Abilities		
☐ Selected Learning Outcomes to assess this cycle		
☐ Means of Assessment/Criteria for Success		
☐ Assessment Results		
☐ Action Plan		
☐ Advisory Committee Minutes (spring and fall)		

_____

Program Assessment Facilitator **Date**

Gateway's Student Assessment Model

Mission of Student Assessment at Gateway Technical College is to gather precise information that clearly, simply and meaningfully influences educational decisions that will

- improve student learning
- improve teaching effectiveness
- improve curriculum.

The Student Assessment Process assists instructional programs in documenting how well students have acquired knowledge, skills and attitudes as a result of enrollment in program courses. Programs use this data to improve content, delivery, and measurement of learning. The Assessment Process takes an annual "snapshot" of students' learning; each year a different group of students may be assessed.

Design of Gateway's Student Assessment Plan is based on a continual improvement cycle. The underlying premise of this model is that continual improvement requires repeated revolutions of the cycle. Completed cycles provide structure for planned change utilizing assessment data as a means to improve student learning.

Annual Program Assessment Cycle follows the calendar year, January to October 14 of the same year.

Gateway's Student Assessment Instrument

The Assessment Packet is the instrument used by program faculty to plan the annual assessment, to record assessment results, and to determine actions to improve student learning. The Packet is five pages long, each designated to Assessment functions:

- Cover Page lists program name, Program Assessment Facilitator, the check-list for evaluation and approval status
- Long List of Learning Outcomes Page lists the program statement of purpose, a list of five to eight program learning outcomes with associated core abilities and the project year in which each will be assessed
- Program Assessment Plan Form page lists dates of Advisory Committee meetings; College mission statement, supported by the program statement of purpose, the plan to assess students' achievement, assessment results and how results will be used to improve student learning.

  Learning Outcomes are statements of specific and general knowledge, skills, attitudes and abilities demonstrated by the program graduate. Learning Outcomes are concise and clearly describe what the graduate should be able to demonstrate at graduation from the College. All Associate Degree and Technical Diploma Programs at Gateway will have clearly defined learning outcomes.

  Intended Learning Outcome is a Program Learning Outcome chosen to be measured during the annual Program Assessment cycle.

Core Abilities are general skills and attitudes that faculty of the College agree are essential to success in work and life for all our students. They are the general education outcomes that are the foundation of a Gateway education. Gateway faculty have identified nine core abilities.

Criteria for Success is the level/standard at which program faculty expect the students to perform the Intended Learning Outcome when measured by the chosen method.

Summative Assessment Methods are focused on the student as a learner. They are designed and/or chosen by faculty due to relevance to program instruction and determine the extent to which learners have achieved program learning outcomes.

Direct Assessment Methods are focused on the student as a learner and are culminating activities based upon program outcomes. They are the most reliable indicators of student learning. Direct assessment measures include:

- a portfolio review
- a capstone course project
- licensure/certifying exams
- capstone simulation
- clinical/externship evaluations
- accrediting exams
- standardized exams
- departmentally developed capstone exam

Indirect Assessment Methods are focused on the student as a learner and can be used to supplement and enrich aspects of direct methods of assessing student learning. Indirect measures of student learning include:

- employer surveys
- student surveys
- exit interviews
- transfer success
- graduate follow-up studies
- job placement data

Assessment Results are the data collected as a result of measuring student performance of the Intended Learning Outcome.

Action Plan states the change to be made to improve student learning, when it will be in place, whether or not there will be an impact to the budget due to the change, staff responsible for instituting the change and dean approval.

Gateway's Staff Responsible for Student Assessment

District Program Curriculum Committee is responsible for organizing the Program's Student Assessment Plan. Membership includes faculty in core, occupational support and general education courses of the program, as well as a Student Services Counselor advising program students. Each District Program Curriculum Committee initiates changes to program curriculum, meets with the Program Advisory Committee for input, reaches consensus on changes and presents its findings to the District Curriculum Committee.

Student Assessment Committee is a faculty-driven committee that meets regularly. Membership includes

- Four faculty members from the Elkhorn, Kenosha and Racine campuses
- The Vice-President of Instruction
- The Vice-President of each campus or his/her designee
- The Director of Research and Planning
- Student Assessment Coordinator.

The responsibilities of the Student Assessment Committee are:

- Oversee implementation of the Student Assessment Plan
- Monitor the effectiveness of the assessment process and make adjustments as needed
- Provide leadership for college-wide assessment initiatives
- Review and disseminate assessment reports.

Student Assessment Coordinator is a faculty member who reports directly to the Vice-President of Instruction. The responsibilities of the Assessment Coordinator are

- Implement the College's Student Assessment Plan on a day-to-day basis
- Articulate the student assessment process to the internal and external communities
- Collect and disseminate assessment information
- Work with the Student Assessment Committee to guide and modify the assessment process
- Prepare reports of assessment results for the assessment committee, college management, and the Board
- Represent the College at statewide meetings on assessment.

Program Student Assessment Facilitator: is appointed by the program curriculum committee. The program student assessment facilitator:

- Coordinated assessment activities as required by the Student Assessment Process
- Compiled and report student assessment data to meet the requirements of the Student Assessment Process.

Core Abilities

Philosophy of Core Abilities

We believe students need both technical knowledge and skills and core abilities in order to succeed in career and in life. Our nine core abilities are the general attitudes and skills essential for every successful graduate. Our faculty promote the development of these core abilities through learning experiences in all Gateway Technical College courses. We continually assess our students' learning in these areas to improve the general component of a Gateway Technical College education.

Core Abilities

1. Act responsibly.
2. Communicate clearly and effectively.
3. Demonstrate essential computer skills.
4. Demonstrate essential mathematical skills.
5. Develop job seeking skills.
6. Respect self and others as members of a diverse society.
7. Think critically and creatively.
8. Work cooperatively.
9. Value learning

Core Abilities and Performance Indicators

1. Act responsibly.

- Exert a high level of effort and perseverance toward goal attainment
- Display high standards for attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks
- Maintain self control in difficult situations
- Judge accurately the amount of work he/she can accomplish
- Take good care of tools and equipment
- Show up on time and ready to work
- Apply ethical work values such as keeping confidentiality, putting in a full day's work and following health and safety standards
- Assess personal values and uses them to guide actions and decisions
- Recognize one's responsibility to personal, social, professional, educational, and natural environments and makes informed decisions based on that responsibility

6. Respect self and others as members of a diverse society.

- Communicate in a culturally sensitive manner
- Act with a sense of equity
- Work well with individuals and groups from diverse backgrounds
- Value individual and cultural difference
- Act consistently with a cultural context
- Take responsibility for own behavior
- Express ideas self-confidently
- Behave assertively
- Set personal goals
- Maintain confidentiality

2. Communicate clearly and effectively.

- Select appropriate means to convey a message
- Speak clearly so others can understand
- Write with clarity so others can understand
- Ask questions for clarification
- Participate in discussions and group presentations
- Interpret nonverbal communications
- Use active listening skills
- Apply standards of spelling, English grammar and punctuation
- Read for content, structural analysis and word meanings
- Distinguish between fact and opinion

3. Demonstrate essential computer skills.

- Demonstrate Level 1 Computer Literacy Skills as determined by District Policy:
  - hands-on experience with machine operation
  - data input
  - screen display
  - information updating
  - use of disk memory
- Demonstrate ability to send and receive Electronic Mail
- Demonstrate ability to perform research utilizing the Internet
- Demonstrate ability to use a word processing and occupational specific software

4. Demonstrate Essential mathematical skills

- Perform computations using appropriate methods
- Demonstrate knowledge and application of measurement
- Demonstrate knowledge and application of formulas
- Apply mathematical problem solving steps

5. Develop job seeking skills

- Identify job possibilities
- Write a resume
- Complete an application for a job
- Participate in an effective interview
- Accept or reject a job offer
- Develop a record keeping system for job search
- Research job clusters to determine possible careers
- Determine career choices and alternatives using personal information and career research

7. Think critically and creatively.

- Apply the principles and strategies of organized thinking
- Practice analytical, explorative, and innovative thinking
- Apply problem-solving steps
- Make decisions based on analysis
- Evaluate information, ideas, and problems
- Accept all ideas during brainstorming sessions
- Collect data through probing questions and research
- Respect the contributions of others
- Use techniques such as brainstorming to acquire alternative solutions
- Make inferences and connections
- Demonstrate open-mindedness
- Demonstrate comparison skills
- Persist in the search for truth
- Present ideas for critical evaluation

8. Work cooperatively.

- Contribute to a group with ideas, suggestions, and effort
- Complete one's share of tasks necessary to complete a project
- Encourage team members by listening and responding appropriately to their contributions
- Build on an individual team members' strengths
- Resolve differences for the benefit of the team
- Challenge existing procedures, policies, or authorities responsibly
- Participate as a member of a team (e.g., following instruction, providing feedback, cooperating with established team goals)
- Work to satisfy internal and external customer's expectations
- Appropriately respond to praise and criticism; accept advice
- Display a positive attitude
- Empathize with others
- Maintain a safe and healthy work environment for self/group
- Interpret nonverbal cues accurately
- Perform competent and effective leadership of a group
- Evaluate outcomes

9. Value learning

- Set personal learning goals

- Set long-range and short-range goals
- Develop a plan of action to achieve goals
- Network with peer groups and people in one's career field

- Assume responsibility for life-long learning
- Identify own learning needs
- Access appropriate resources for learning
- Apply effective learning processes
- Help others to learn effectively

Institutional Quality Data Form

Indicator: **Students Learn**	**Measure: 1.3** **Percentage of programs achieving four of six targets identified in the Program Assessment Action Plan.**
Data Supplier: Meg Hunter	**Vice President:** John Thibodeau

Data:

List and/or attach detail wherever possible. Provide campus breakdowns where applicable, or enter NA under campuses.

District	Kenosha	Racine	Elkhorn/Burlington

XX% of programs achieved four of six targets identified in their Program Assessment Plans.

Additional Information:

- ❑ XXX% of active Programs participated in the Assessment Process during the 2004 Cycle
- ❑ XX% represents XX of XX programs including the four General Education Divisions. In addition X Programs were granted "Exception" to participating totally in the Assessment Process due to conditions involving enrollment or maturity of the program. They are not included in this data submission...
- ❑ **The Student Assessment Process has as its goal program improvement by means of improving student learning. With this in mind, faculty developing Program Assessment Plans are focused on identifying areas in curriculum where student achievement is not at standard thereby requiring change. Were it otherwise, the process would be worthless in terms of professional time and talent spent in working through the process and in value to the College.**

Reference Date:

Source: Program Assessment Plan Packets	**Date Submitted:**

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

A Cycle of Improved Student Learning

Programs Assessed during 2000, 2001, 2002, 2003, 2004, and 2005 Assessment Cycles

PROGRAM	QE Measure: 1.3 Percentage of programs achieving four of six (4/6) targets identified in the Program Assessment Action Plan.					
	2000 Assessment Cycle	2001 Assessment Cycle	2002 Assessment Cycle	2003 Assessment Cycle	2004 Assessment Cycle	2005 Assessment Cycle
Accounting	4/6	5/6	6/6	6/6	4/6	
Aeronautics—Pilot Training		1/6	2/6	4/6	2/6	
Air Conditioning, Heating & Refrigeration Technology	3/6	2/6	6/6	5/6	4/6	
Airframe & Powerplant Mechanics	6/6	4/6	4/6	4/6	3/6	
Applied Engineering Technology		5/6	Exception	2/6	1/6	
Automated Manufacturing Systems Tech				Exception	3/6	
Automotive Technology				6/6	6/6	
Automotive Maintenance Technician		2/6	Exception	3/6	6/6	
Barber/Cosmetologist	3/6	4/6	5/6	5/6	4/6	
CIS-Microcomputer Specialist	4/6	5/6	6/6	6/6	6/6	
CIS-Network Specialist		4/6	5/6	6/6	6/6	
CIS-Programmer/Analyst	4/6	5/6	6/6	6/6	6/6	
CIS-Web Developer/Administrator				Exception	Exception	
Civil Engineering Technology		1/6	3/6	5/6	5/6	
Criminal Justice/Law Enforcement	(Police Science)	(Police Science)	6/6	6/6	6/6	

PROGRAM	QE Measure: 1.3 Percentage of programs achieving four of six (4/6) targets identified in the Program Assessment Action Plan.					
	2000 Assessment Cycle	2001 Assessment Cycle	2002 Assessment Cycle	2003 Assessment Cycle	2004 Assessment Cycle	2005 Assessment Cycle
Culinary Arts	Food Ser Mgmt	5/6	3/6	5/6	5/6	
Dental Assistant	4/6	6/6	4/6	Exception	Exception	
Drafting-Mechanical & Computer	5/6	6/6	Exception	6/6	Exception	
Early Childhood Education		5/6	3/6	5/6	6/6	
Electromechanical Technology		3/6	Exception	Exception	Exception	
Electrical Engineering Technology		Exception	Exception	5/6	6/6	
Electronic Technician		6/6	6/6	6/6	6/6	
EMT—Basic		6/6	6/6	6/6	6/6	
EMT--Paramedic		6/6	6/6	5/6	3/6	
Fire Science	6/6	3/6	4/6	5/6	4/6	
Fluid Power Technology		2/6	(Closed)	(Closed)	closed	
Food Service Management	4/6	(Culinary Arts)	(Culinary Arts)	(Culinary Arts)	Culinary Arts	
General Education—Communications		6/6	4/6	4/6	5/6	
General Education—Mathematics and Science		3/6	(Separate assessments)	(Separate assessments)	(Separate assessments)	
General Education—Mathematics		(Gen Ed Math and Science)	2/6	1/6	4/6	
General Education—Natural Science		(Gen Ed Math and Science)	5/6	2/6	2/6	
General Education—Social/Behavioral Sciences		3/6	1/6	5/6	0/6	
Graphic Technologies—Designer		5/6	3/6	2/6	6/6	

PROGRAM	QE Measure: 1.3 Percentage of programs achieving four of six (4/6) targets identified in the Program Assessment Action Plan.					
	2000 Assessment Cycle	2001 Assessment Cycle	2002 Assessment Cycle	2003 Assessment Cycle	2004 Assessment Cycle	2005 Assessment Cycle
Graphic Technologies—Electronic Prepress		6/6	4/6	3/6	closed	
Health Information Technology	6/6	6/6	6/6	6/6	6/6	
Health Unit Coordinator	4/6	5/6	5/6	5/6	6/6	
Horticulture	3/6	6/6	6/6	6/6	6/6	
Hotel/Hospitality Management				Exception	Exception	
Human Services Associates	3/6	6/6	6/6	4/6	6/6	
Industrial Mechanic	3/6	4/6	6/6	4/6	6/6	
Interior Design		6/6	6/6	6/6	6/6	
Interpreter Technician		6/6	6/6	2/6	6/6	
Logistics	4/6	2/6	(Closed)	(Closed)	closed	
Machine Tool Technician		4/6	4/6	6/6	4/6	
Marketing	6/6	6/6	6/6	6/6	6/6	
Mechanical Design Technician	5/6	3/6	3/6	6/6	4/6	
Medical Assistant	5/6	3/6	2/6	4/6	4/6	
Medical Transcription	5/6	6/6	6/6	6/6	6/6	
Nursing Assistant	6/6	6/6	6/6	5/6	5/6	
Nursing-Associate Degree	4/6	5/6	5/6	3/6	4/6	
Office Assistant	5/6	3/6	3/6	0/6	4/6	
Office Systems Technology	5/6	6/6	3/6	2/6	1/6	

PROGRAM	QE Measure: 1.3 Percentage of programs achieving four of six (4/6) targets identified in the Program Assessment Action Plan.					
	2000 Assessment Cycle	2001 Assessment Cycle	2002 Assessment Cycle	2003 Assessment Cycle	2004 Assessment Cycle	2005 Assessment Cycle
Physical Therapist Assistant	3/6	3/6	5/6	6/6	2/6	
Police Science	2/6	2/6	(Criminal Justice/Law Enforcement)	(Criminal Justice/Law Enforcement)	(Criminal Justice/Law Enforcement)	
Practical Nursing	4/6	5/6	6/6	4/6	2/6	
Radio Broadcasting Technician	4/6	2/5	1/6	2/6	1/6	
Surgical Technology			5/6	3/6	5/6	
Supervisory Management			4/6	5/6	6/6	
Technical Communications	5/6	5/6	3/6	5/6	4/6	
Welding		6/6	4/6	4/6	6/6	
Welding/Maintenance and Fabrication		6/6	4/6	1/6	6/6	