Summary – Academic Program Outcomes Assessment Report 2010-11

2010-2011

University Parallel Program Outcomes

Associate in Science and Associate in Arts (University Parallel Program)

A student enrolled at CVCC in the University Parallel program of study (Associate in Science (AS) or Associate in Arts (AA) must complete 41 semester hours of Core Curriculum course work distributed among four core discipline areas (Areas I-IV) pg.82 of the 2010-11 College Catalog. The University Parallel Program allows a student to complete the first two years of a baccalaureate degree and transfer to a college or university. Students will take freshman and sophomore level general education courses in a wide range of disciplines. Students will choose electives (Area V) for their particular field on interest.

Faculty teaching within the Core Curriculum (41 semester hours in Areas I-IV) review expected student learning outcomes as they relate to associate degrees within the University Parallel Program of study. The Associate Degree Outcomes (General Education) are listed in the College Catalog (pg. 19).

Expected Outcomes	Assessment Measure	Assessment Results
Record ID: 3918 **PO** - Retention Rates for AA and AS student will meet or exceed State average.	Retention Fall to Fall with a benchmark of at least 51%	Fall 09 to Fall 10 for AS – 43% Fall 09 to Fall 10 for AA – 44%

Use of Results:

Low retention rates are a concern. Further research indicates 70% of the AA and 65% of the AA entering students were enrolled in at least one developmental course. Success rates in developmental courses are low. English, Reading, and Math faculty will review strategies to help increase student success. Tutoring and labs will be made available. New attendance policy will be implemented Fall 2011. More frequent review of writing folders. Offer seminars on comma splices and develop on other major errors

MTH 098 - continue extra credit quizzes for practice and to identify student weaknesses. Provide more examples in class and explore a different approach to factoring.

Record ID: 3919

PO - Students earning 60 of more semester hours at the CVCC and transferring to state university will earn a 2.0 GPA or better.

University GPA

Based on Universities that have at least 10 CVCC students in the cohort

2010 CAPP Report indicates that 92% of students attending Auburn and 89% attending Troy had a 2.0 GPA or higher

Use of Results: Students transferring to senior institutions are performing well. The Division Chairs will continue to monitor student performance and also work with senior institutions to insure CVCC curriculum meets the needs of students.

Record ID: 3920

PO - Graduating students will have a favorable rating on their preparation for Transfer to another college meeting or exceeding the previous year's results

Graduating Student Survey

Sp 2010- 83%

Sp 2011-89%

Use of Results:

Will add an area on the survey to allow students to provide feedback on what they would like CVCC to improve in

Record ID: 3193

SLO - Students will write sentences and paragraphs in standard English that are sequential, logical, and effectively organized (Area I) **Core Curriculum requirement: 6hrs**

English 101, English Composition I, and English 102, English Composition II, through the use of a departmentally developed course rubric evaluating student's ability in sentence construction, critical thinking, and diction using fifty random papers.

See Rubric

See Tally Sheet

In Fall 2010, sixty-seven percent (67%) of English 101 students were able to demonstrate their ability in sentence construction, critical thinking, and diction based on the departmental rubric, fifty - four percent (54%) in Spring 2011, and forty-nine percent (49%) in Summer 2011. In Fall 2010, sixty percent (60%) of students enrolled in English 101 demonstrated they had mastered the competencies based on the departmental rubric, sixty-five percent (65%) in Spring 2011, and sixty-four percent (64%) in Summer 2011. Observed student weaknesses centered around three areas: improper use of documentation, mechanical/grammatical errors, and lack of adequate support in developing a thesis or topic sentences.

Use of Results:

To address documentation of external sources the department members agreed to vary instructional strategies to include the following areas: annotated bibliographies, documented scavenger hunts, group information gathering, or documentation quizzes which much be retaken until mastery is achieved. To address the major/minor mechanical and grammatical errors faculty members agreed to make written referrals to the Writing Lab staffed by English instructors for students demonstrating problems with major/minor error. Faculty will work on improving the online Writing Lab by posting Camtasia videos, PowerPoint presentations, and hyperlinks to information and practice exercises related to grammar and mechanics as well as correct documentation.

Record ID: 3917

SLO – Upon completion, students should understand

Scores on the final exam.

Fall 2010: In classroom section #1, the percentage of students scoring 70% or higher was 56%, with an average score of

the fundamentals of art, the materials used, and have a basic overview of the history of art. (Area II) **Core Curriculum Requirement: 3hrs**

Benchmark: 70%

Student may take ART or MUS to satisfy this 3 hour requirement.

66.8%. In Fall 2010 classroom section #2, the percentage of students scoring 70% or higher was 80, with an average score of 78.4%. In online section #1, the percentage of students scoring 70% or higher was 14%, with an average score of 69.2%. In online section #2, the percentage of students scoring 70% or higher was 50, with an average score of 71.75%.

Spring 2011: (Please note that a new edition of the textbook along with new online material from the textbook publisher was introduced at the beginning of this semester. Assessments were also affected by this new material.) In classroom section #1, the percentage of students scoring 70% or higher was 44, with an average score of 68.8%. In Fall 2010 classroom section #2, the percentage of students scoring 70% or higher was 29, with an average score of 65%. In online section #1, the percentage of students scoring 70% or higher was 25, with an average score of 55.8%. In online section #2, the percentage of students scoring 70% or higher was 64, with an average score of 72%.

Use of Results:

Because average student performance varies so dramatically from one section to the next, a general explanation for poor performance on the final exam does not present itself. However, we do know that some advisors allow

students to take ART 100 (both classroom and online) without having completed developmental courses RDG 085 and ENG 093 (if needed) even though ART 100 faculty have recommended against this practice. As a result, the 2011-12 CVCC Catalog and Student Handbook course description will require these prerequisites for ART 100. In online sections of ART 100, other factors may be at work to impair student performance, including the general area of "computer literacy" and hardware issues. ART 100 faculty has been participating in the work the Distance Learning Committee is doing to address other such problems.

Record ID: 3795

SLO - The student will demonstrate oral communication competencies using unity of thought and logical arrangement of ideas. (Area II) **Core Curriculum Requirement: 12hrs**

Assessed in Speech 107 through the use of a departmentally developed course rubric that evaluates student performance in public speaking by content, organization, conventions, and style. ENG 102 also required a 3-5 min. analysis based speech

107 Speech Rubric

102 ENG Rubric

Fifty-six percent of students (56%) demonstrated competency in content, organization, conventions, and style in Fall 2010; sixty-five percent (65%) of in Spring 2011; and sixty percent (60%) in Fall 2011. Based on the rubric for ENG 102, 95% scored at 80% of better on the speech assignment.

Use of Results:

Identified strategies (study guides, websites, practice, speech, detailed outlines) focusing on preparing the student for the persuasive speech deliveries resulted in success. These strategies will be continued in SP 107 for 2011-12. To achieve an increase in focus on structure, ENG instructors will require a PowerPoint presentation to accompany the speech presentations in 2011-12.

Record ID: 4284

SLO - The student will perform mathematical computations and apply mathematical principles and methodologies to be successful in their specific

Assessed in Math 100, Intermediate College Algebra, and Math 112, Precalculus Algebra, by, 1) The ability to demonstrate factual knowledge of equations; 2) The ability to analyze equations

Math 100, Thirty-eight percent (38%) of the students enrolled in the Fall 2010 and Spring 2011 semesters mastered all three goals. In Math 112, fifty-eight percent (58%) of the students enrolled in the Fall 2010 and Spring 2011 semesters mastered all three goals.

degree program. (Area III)
Core Curriculum Requirement: 11hrs

through appropriate solution methods; and 3) The ability to evaluate equations by applying correct mathematical principals and methodologies.

Use of Results:

Poor performance in MTH100 was not linked to a particular type of course format. Our students clearly need more practice with the supporting mathematical skills as well as the assessed math skills. The faculty will continue to focus on strategies dedicated to improving the students` mastery of general education outcomes. Critical thinking skills and analyzing skills will be an emphasis throughout the year.

Record ID: 3194

SLO - The student will demonstrate knowledge of basic computer skills through the use of current computer technology and applications to develop computer literacy for academic setting and lifelong learning. (Required of all students) (Area V) **CIS 146 is required of all students**

Assessed in Computer Information Systems 146 (CIS146) through four individual case studies in Microsoft Office applications: Word, Excel, Access, and PowerPoint

Benchmark: 70%

In a random sampling of on campus, hybrid, and online course offerings in CIS146 for the Fall 2010, Spring 2011, and Summer 2011 semesters, eighty-nine percent (89%) of the students were deemed competent in Microsoft Word, eight-one percent (81%) in Microsoft Excel, seventy-three percent (73%) in Microsoft Access, and seventy-seven percent (77%) in Microsoft PowerPoint. The department deems a seventy percent (70%) success rate as sufficient for competency.

Use of Results: Students, as a whole, demonstrated basic level competencies. Other than application software WORD, students need more exercises connecting basic math and critical-thinking skills to problems in Excel and Access. Faculty will develop a comprehensive capstone project that incorporates a scenario where students can apply all competencies learned in the course in order to provide a more uniform method of evaluation for all CIS 146 courses.

Record ID: 2867

Comprehensive final FA10 #47,

FA10 #47/SP11 #23: 9 out of 22 (59%)

SLO – Students will demonstrate the ability to apply chemical principles and methodology to solving chemistry-based problems. (Area III) **Core Curriculum Requirement: 11hrs**	48, 54 and SP11 #23, 28, 66 Benchmark: 70% proficiency by 70% of students	students answered correctly FA10 #48/SP11 #28: 14 out of 22 (64%) students answered correctly FA10 #54/SP11 #66: 10 out of 22 (46%) students answered correctly Average proficiency: 56%

Use of Results:

Since the proficiency in balancing equations and stoichiometry was not achieved, short elements and polyatomic quizzes will be implemented to help motivate the students to learn the names and symbols. Homework from the textbook will continue to be graded and reviewed in class. Extra practice worksheets and examples of balancing chemical equations and stoichiometry will be given and discussed. Extra lecture time will be given to predicting the products of a reaction and calculating stoichiometric problems.

Record ID: 3100

SLO – The student will demonstrate the ability to apply biological/physical science/chemical principles and methodology to solving biology/physical science/chemistry-based problems. (Area III) **Core Curriculum Requirement: 11hrs**	Comprehensive lab final, FA10 #32, 35, 36, 37 and SU11 #41, 44, 45, 46 Benchmark: 70% proficiency by 70% of students	Fall 2010 (73 students): Term I Highest 49% and Traditional lowest 22% Spring 2011 (68 students): Questions were not represented Summer 2011 (16 students): Term I Highest 70%

Use of Results:

While one Summer section exceeded the threshold of 70%, a far greater number of students still fall short of the 70% proficiency level. Of greater interest was the fact that some information was not represented on the comprehensive final used in this evaluation. Not only do students need work in this area but we need to review

Record ID: 3187

SLO – To develop students' scientific reasoning skills through the demonstration of applications of course-specific principles and concepts, and application of the scientific method. The student will demonstrate factual knowledge of Physical Science functions. (Area III) **Core Curriculum Requirement: 11hrs**	Comprehensive Lab final questions 3, 4, and 14 Benchmark: 70% of proficiency by 70% of students	#3: 13 out of 15 (87%) students answered correctly #4: 10 out of 15 (67%) answered correctly #14: 12 out of 15 (80%) answered correctly Average proficiency: 78%

Use of Results:

The instructor will continue using customized textbook and lab manual and add more lab activities for students to apply their knowledge of astronomy, geology, oceanography and meteorology.

Record ID: 2830

SLO – Students will demonstrate an understanding of the relationship between geography and history by being able to correctly identify locations on a map when given factual or descriptive statements related to specific historically significant places or events. (Area	70% accuracy on related exam items. Benchmark – 70%	37% of student completing the HIS sequence scored at least a 70%

IV) **Core Curriculum Requirement: 6hrs in a history sequence.**

Use of Results

The goal will be carried over for another year. The instructor will place greater emphasis on this skill during the next academic year by providing a greater number of opportunities for students to practice the skill in class.

Record ID:2857

SLO – Students enrolled in U.S. History I or II will be able to identify 15 key dates that determined the course of events in the United States during the defined period, for History 201 1565-1877; for History 202, 1865-present. **Core Curriculum Requirement: 6hrs in a history sequence.**

A comprehensive final exam. 70% accuracy on final exam items related to the objective.

Benchmark: 85%

History 201 students scored an average of 5 out of 15 on the "Key Dates" portion of the final exam during the 2010-2011 academic year, or 33%. The highest score was 13 out of 15. Only five 201 students achieved an acceptable score (minimum 10 out of 15) on that portion of the exam. History 202 students scored an average of 7 out of 15 on the "Key Dates" portion of the final exam during the 2010-2011 academic year, or 47%. The highest score was 15 out of 15. Seventeen 202 students achieved an acceptable score (minimum 10 out of 15) on that portion of the exam.

Use of Results:

The results are marginally different and the higher 202 average score may be related to two questions of the "key dates" portion dealing with recent events. Students have a better awareness for recent or current events than for events more than ten years ago. The student learning outcome is carried over for the 2011-2012 academic year. The instructor will place more emphasis on dates in the U.S. History courses. Also he will administer pre- and post-

tests to get a more definitive measure of students` levels of basic knowledge of dates. The pre-test is taken directly from the comprehensive final exam (post-test) and will be used to focus student attention on what types of dates and other questions the instructor will be using for the final. Because several of the dates are lifted exactly from the final, the hope is that students will remember those dates and study them accordingly. The instructor will also focus more extensively on important temporal themes in the class and point out important dates to remember during lecture.

Record ID: 3921

SLO – Students will be able to demonstrate knowledge of music fundamentals, the aesthetic/stylistic characteristics of historical periods, and an aural perception of style and structure in music.(Area II) **Core Curriculum Requirement: 3hrs**

MUS101 exam scores

Benchmark: 80%

Student may take ART or MUS to satisfy this 3 hour requirement.

The mean course grade score was 78%.

Use of Results:

As part of a continuing diagnostic element of MUS101 exams, students are allowed to skip a limited number of items on exams which may be confusing or unfamiliar. A qualitative analysis of these skipped items from 2010-2011 revealed that a significant number of students skipped items concerning the Music Learning Theory (Unit 1), 19th Century Opera (Unit 4), and 20th Century Modern Serialism (Unit 5). For 2011-2012, MUS101 will add supplemental aural and video material for these three areas in an attempt to increase the average course grade.

Associate in Applied Science

Each curriculum contains college-level courses pertinent to that particular field as well as general education courses that provide a well-rounded college education. General Education competencies are imbedded in the expected Associate Degree outcomes (18-24 hours).

Unit Number: 104.1.1 Assoc. Degree Nursing (ADN)		
Expected Outcome	**Assessment Measure**	**Assessment Results**
Record ID: 2842 **PO –** Students will pass the NCLEX on their first attempt.	NCLEX State Benchmark: 90%	NCLEX RN Board pass rate for first-time test takers for Alabama Board of Nursing October 2009-2010 was 86.96%. 13% of the candidates did not pass NCLEX-RN on the first attempt. Of this 13% it was noted that most students were "Near the Passing Standard" as identified by NCLEX-RN in all of the major areas - Management of Care, Safety and Infection Control, Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, and Physiological Adaptation.

Use of Results:

Faculty will continue to reflect the NCLEX test plan in the curriculum.
The nursing faculty has reviewed the content areas for those students not passing the NCLEX-RN on the first attempt. Upon review of this and the course evaluations, the faculty unanimously agreed to change from HESI testing to ATI testing which offers a more comprehensive review and assessment method for nursing students prior to graduating and writing the NCLEX-RN. NCLEX-RN results will continue to be monitored and the ATI Comprehensive Assessment and Review Program will be implemented for all students.

Record ID:2844 **PO** - CVCC nursing students will score a Proficiency Level 2 or above using the ATI computerized national normed exams for maternal-newborn and nursing care of children using the ATI exams.	Level 2 proficiency on the ATI Exams Benchmark: 50%	The ATI exams for Maternal Newborn and Nursing Care of Children were administered on 4/27/2011. Fifteen percent (15%) of students scored above the national individual mean.
Use of Results: • Instructor will develop a minimum of three course goals in order to improve teaching and learning within the classroom for NUR106. • Instructor will require use of remediation materials by all students who do not achieve the required level 2 proficiency. • Instructor will utilize group performance profiles from ATI exams to examine course content and testing.		
Record ID: 3209 **PO**- Associate Degree Nursing students will score > 850 on the comprehensive HESI examination within three attempts prior to program completion.	Comprehensive HESI group score report State Benchmark: 80%	5 out of 20 students failed (20%) to achieve the benchmark of 850 on the comprehensive HESI. Therefore 80% of the students achieved the expected outcome.
Use of Results: The nursing program will continue to utilize a computerized comprehensive assessment program as a predictor for NCLEX success upon graduation. The nursing faculty unanimously agreed after review of Comprehensive HESI results and course evaluations to change from HESI to the ATI Comprehensive Assessment and Review Program. Implementation of the ATI Comprehensive Assessment and Review Program to allow for improved student review, remediation and testing. When taking the comprehensive predictor from ATI students will be allowed two attempts and must score a 90% predicted probability for passing the NCLEX for the first time.		

Record ID: 2866 **SLO** – Students will complete a community teaching project which addresses a current health issue of an identified population.	A written report by the student of the community teaching project identified. Benchmark: 100%	100% of the nursing students in Spring Semester 2011 completed the community teaching project. These students accurately identified a teaching topic and provided information to members of the community.

Use of Results:

This was successful and will continue to be utilized in lieu of the nursing article critique. The nursing students did not have the foundational concepts to complete an article critique successfully. Research article critiques should not be utilized at the Associate Degree level without having a research class.

Record ID: 4059 **SLO** – Students will demonstrate safe performance of identified basic nursing skills by receiving satisfactory ratings in the skills laboratory.	Skills checklists Benchmark: 80%	100% of students were able to successfully achieve satisfactory ratings in performance of the identified basic skills.

Use of Results:

Nursing faculty will continue to monitor satisfactory completion of all identified basic skills for all nursing students.

Record ID: 4060 **SLO** – Nursing students will successfully assess a patient in 11 areas identified on rubric.	Rubric provided. Each assessment will be worth a total of 100 points. Benchmark: 80% of students scoring a 90% or greater.	73% of students completing the randomly chosen focused assessment passed with a score of 90% or greater.

Use of Results:

A randomly chosen focused assessment will continue to be utilized and monitored as the assessment of choice for nursing students. Nursing faculty agree that by utilizing a random method, all students must be prepared to do an assessment on all systems covered in the course.

Record ID: 4061 **SLO** – Students will be able to perform pharmacological calculations.	End of course pharmacological calculations test. Benchmark: 80% of students scoring a 90% or greater.	After three attempts at the pharmacological calculations exam, all students passed the exam with a 90% or greater.

Use of Results:

The nursing faculty identified that having a single math test in NUR104 is not an adequate assessment of acquisition and retention of knowledge for pharmacological calculations. As the results indicate, students will be successful with three attempts with this exam. Pharmacological calculations will now be incorporated throughout the curriculum in all nursing courses, not just in NUR104.

Unit Number: 104.1.3 Medical Assistant Program - AAS		
Expected Outcome	**Assessment Measure**	**Assessment Results**
Record ID: 3136 **PO** - Students graduating from the MAT program will successfully pass a national registry or certification exam for medical assisting on the first attempt.	MAT alumni survey results indicating certification status. Benchmark: 80%	Results not available due to a change in personnel. New instructor to be hired in 2011-12.

Use of Results:

A new MAT faculty will be hired in 11-12. There has been a transition in staffing. Records are now being kept in the Nursing Department.

Record ID: 3877 **PO –** Enrollment in the MAT program will equal or exceed previous fall enrollment.	AS 400 records Benchmark: 10%	MAT program enrollment for Fall 09-38 MAT program enrollment for Fall 10-31

Use of Results

Continue to monitor enrollment for retention and attrition. Stabilize medical assisting faculty by hiring a full-time faculty member and dedicated adjuncts. Send materials about medical assisting to recruiting events for new students.

Record ID: 4303 **SLO –** N/A	N/A	N/A
Use of Results: No data due to change in staffing.		

Unit Number: 104.2.4 Criminal Justice Program - AAS		
Expected Outcome	**Assessment Measure**	**Assessment Results**
Record ID: 3878 **PO** – Number of students completing the Criminal Justice program will meet or exceed that of the previous year. (AAS and Certificate programs)	Number of students that completed the program Benchmark: 10%	2009-10: 5 2010-11: 1
Use of Results: The CRJ program became a degree program in FA2010. Many students have not completed the hours required for the degree. Continue to capture date and review graduates next year.		
Record ID: 3148 **PO** - Increase enrollment in the Criminal Justice program for the Spring 2011 semester. (AAS and Certificate programs)	AS 400 Student Records Benchmark: 15%	Spring of 2010 – 21 students Spring of 2011 – 51 students
Use of Results: Enrollment increased by 30 students. We will continue to increase awareness about the program by using more compelling marketing materials and continuing to visit area departments to inform them of the Criminal Justice program.		

Record ID: 3958 **PO** – The student success rate in program core courses will meet or exceed that of the prior review period.	Number of students performing at or above the average level in CRJ100, CRJ110, EMS100, and EMS101. Benchmark: 10% increase in each course	CRJ100 09-10 – 100.0% CRJ100 10-11 – 80.4% CRJ110 09-10 – 72.7% CRJ110 10-11 – 73.7% EMS100 09-10 – 100.0% EMS100 10-11 – 98.6% EMS101 09-10 – 100.0% EMS101 10-11 – 98.6%

Use of Results:

A concentrated effort will be made to improve the instruction for the CRJ110 course with implementation of new course objectives to match the objectives in the newly revised book. Students will receive more instruction in fundamental law enforcement through a review of current cases by using documents available for public review. Additional chapter quizzes will be administered to determine student's progression in the course.

Record ID: 2876 **SLO** - Students will articulate the concept of "having legal standing" in civil cases and how to identify which persons meet those requirements.	Students are scored using a matrix for each presentation. Students must score 90 points or higher to successfully pass the presentation. Benchmark: 80%	98% of students successfully scored 90 points or higher on the scoring matrix during their presentation.

Use of Results:

The students will continue to use sample cases and group exercises to understand the concepts. Students enjoyed the interaction and the opportunity to express their ideas before testing.

Record ID: 2874		
SLO - Students will be able to identify the first ten amendments of the United States Constitution as they relate to the rights of citizens and law enforcement.	Students will successfully identify the first ten amendments of the U.S. Constitution on a written exam with a score of 70% or better. Questions 5, 8, and 22. Benchmark: 80%	55% of students correctly identified the questions pertaining to the first ten constitutional amendments.

Use of Results:

The largest percent of students were unable to identify the 8th amendment as prohibiting cruel and unusual punishment. Students will create a key ring of index cards with an amendment listed on each one. Students will review the cards with the instructor at the beginning of each class to refresh their memory. Additionally, students will local examples of cruel and unusual punishment violations in newspapers, televised news, and the internet. Oral presentations in class on related articles will give students more examples to process information and assist in critical thinking skills.

Record ID: 2875		
SLO –Students will be able to answer questions correctly related to the process of cases and assignment to state or federal courts.	A comprehensive written exam. Questions 3, 5, 6, 9, 10, and 12 pertain directly to the lecture and assignments. Benchmark: 80%	71% of students answered the question correctly on the comprehensive posttest.

Use of Results:

Students have difficulty remembering the correct order and process information. The instructor will include a hands-on activity allowing students to use flash cards in group activities to practice memorization skills.

Unit Number: 104.2.2 Fire Science Program - AAS		
Expected Outcome	**Assessment Measure**	**Assessment Results**
Record ID: 2853 **PO** - Students will pass the FEMA NIMS 100 course	FEMA test Benchmark: 75%	65% of students passed the course on the first attempt.
Use of Results: A review of course materials revealed that students need more time to complete the quick quizzes and a greater length of time to absorb the materials. The presentation should be presented in multiple sections with homework requiring a review of the materials. The use of the FEMA NIMS courses should be expanded to include the 200, 700, and 800 levels to prepare students for employment in the public safety field.		
Record ID:3879 **PO –** Enrollment in the Fire Science Management Program to meet or exceed enrollment of the previous year. (AAS and Certificate programs)	Enrollment numbers Benchmark: 10%	Enrollment increased from 39 students in Fall 2009 to 41 students in Fall 2010.
Use of Results: Enrollment remains strong in this program. Continue relationship with local fire departments and other agencies.		
Record ID: 3880 **PO** – The number of students completing the Fire Science Management program will meet	Number of students earning an AAS or Certificate in the Fire Science program.	2009-10: 4

or exceed that of the previous year. (AAS and Certificate programs)	Benchmark:10%	2010-11: 6

Use of Results:

The recruitment program should be expanded to include visits and presentations of the program to GED classes, special presentations to local high schools, clubs, and organizations with young adults or displaced adults by the program director or instructors.

Record ID: 3964 **PO** – The student success rate in program core courses will meet or exceed that of the prior review period.	Number of students performing at or above average in FSC110, FSC130, and FSC299	FSC110 09-10 – 88.2% FSC110 10-11 – 92.9% FSC130 09-10 – 79.0% FSC130 10-11 – 83.3% FSC299 09-10 – 58.8% FSC299 10-11 – 100.0%

Use of Results:

The instructional process in place has produced has increase in the overall student mastery of the required subjects. Additional emphasis will be placed in FSC130 Introduction to Fire Suppression, providing opportunities for students to attend classes taught at local fire stations. This will allow students to speak with professional firefighters and use critical thinking skills to better understand the equipment and processes of firefighting.

Record ID: 2851 **SLO** - Students will understand the process of decontamination for Level B incidents.	A written final exam, questions 18, 19, 20, 21, 22, 23. Benchmark: 80%	92% of students correctly answered the selected final exam test questions.

Use of Results:

Continue to give additional assignments related to hazardous materials handling to ensure that all students are knowledgeable of the concepts surrounding the handling of hazardous materials.

Record ID: 4196 **SLO** – Using proper terminology, students will identify the different hand tools routinely used by the fire service for firefighting activities.	Students will be given a written test, with diagrams, to identify each type of hand tool. Benchmark: 80%	78% of students were unable to correctly identify from diagrams the difference between firefighter hand tools that were similar in appearance

Use of Results:

Class presentations should include hand tools for students to examine and explore. Similarities in many tools are confusing when presented as pictures and diagrams in a book.

Record ID: 3149 **SLO** - Students will demonstrate the operating principles of a fire hydrant.	Using a formatted matrix, students must open a hydrant, flow water, and close the hydrant without missing any key components. Benchmark: 80%	95% of students successfully completed the proper operation of the hydrant.

Use of Results:

This exercise is completed with the use of equipment, hose, and personnel from the local fire department. Purchase of a cut-away hydrant and equipment would allow students to practice skills throughout the term.

Unit Number: 104.2.3		
Homeland Security - AAS		
Expected Outcome	**Assessment Measure**	**Assessment Results**
Record ID: 3203 **PO –**Enhance classroom instruction and gain experience in the various areas of Homeland Security and prepare them for entry into career jobs.	On site supervisors will complete an evaluation report for each student after completing 15 hours providing feedback on punctuality and performance, and providing an overall score.	The externship program is still in development and has not taken form at this time.

Use of Results:

This goal will be rolled over to the 2011-12 year. We will continue working to form the externship.

Record ID: 3881 **PO -** Enrollment in the Homeland Security Program will meet or exceed enrollment from the previous year. (AAS and Certificate programs)	Enrollment numbers Benchmark: 10%	Enrollment decreased from 38 students in Fall 2009 to 34 students in Fall 2010.

Use of Results:

Begin recruitment by speaking with orientation classes on campus to recruit students undecided on college majors. Expand the visibility of the Homeland Security Program through social networking.

Record ID: 3882 **PO** – The number of students	Number of students graduating the	2009-10: 2

completing the Homeland Security program will meet or exceed that of the previous year. (AAS and Certificate programs)	program. Benchmark: 10%	2010-11: 6

Use of Results:

The program director will meet with students at the beginning of each semester to discuss degree planning. Students will be encouraged to continue their education without interruption, including the summer semester.

Record ID: 3970 **PO** – The student success rate in program core courses will meet or exceed that of the prior review period.	Percent of students performing at or above average in HLS120, HLS190, HLS205, and HLS221. Benchmark: 10%	HLS120 09-10 – 91.3% HLS120 10-11 – 81.8% HLS190 09-10 – 82.8% HLS190 10-11 – 94.4% HLS205 09-10 – 93.7% HLS205 10-11 – 93.3% HLS221 09-10 – N/A HLS221 10-11 – 93.7%

Use of Results:

Revise the teaching materials, including books and PowerPoints for HLS190. Incorporate a visit to a critical infrastructure site to have students draw the site and create a pre-plan and threat analysis overview. Allow additional time in class for discussion of projects and concerns over lecture materials.

Record ID: 2845 **SLO** - Students will be able to successfully summarize and write in their own words the mission	Post-test Benchmark: 85%	Students were given a post-test after the assignment and were asked to write in their own words the mission statement of local homeland security or emergency agencies.

statement of local authorities having jurisdiction in Homeland Security or Emergency Management and be able to state the mission in their own words.		100% of students passed the post-test with a score of 90% or better.

Record ID: 2846 **SLO** – Students will accurately execute triage protocol for treatment of mass casualty victims.	Observers will record actions taken by students as they perform triage and assign treatment order. Benchmark: 100%	Eighty-two percent (82%) of the students successfully identified treatment order based on injuries as recorded on observation sheets.

Record ID: 2849 **SLO** - Students will place terroristic events in chronological order.	Post-test, requiring that the dated events be placed in chronological order. Benchmark: 80%	70% of students were successful in placing events in the correct order.

Use of Results:

Improvement was noted in the ability of students to recall events and their order. A reference to dates and events should reoccur throughout the term to increase student recognition of important factors.

Record ID: 2847 **SLO** - Students will be able to accurately execute an orderly and chronologically correct oral presentation.	Required Presentation, meeting the established criteria. Benchmark: 70%	Following established criteria for presentations 58% of student scored 70% or better.

Use of Results:

Create reserve areas on campus for small focus groups to concentrate on oral presentation skills.

Unit Number: 107.4.2
Business (5 options) – AAS

Expected Outcome	Assessment Measure	Assessment Results
Record ID: 3885 **PO** - Enrollment in Business programs will increase from the previous year.	AS 400 Records Benchmark: 10%	Enrollment decreased from 97 students in Fall 2009 to 86 students in Fall 2010.

Use of Results:

As the enrollment numbers indicate, student enrollment in the BUS program did not increase but decreased. To increase enrollment we have: 1) Met with Advisory Committee and discussed changes or need for modifications to degree and certificate programs 2) Assessed the job opportunities in the local service area 3) Met with local school officials (Central High School Faculty Meeting) 4) Increased the number of contacts with businesses for prospective students and internship positions.

Record ID: 4203 **PO** – Number of students completing the Business programs will increase from the previous year.	Number of students graduating from the Business programs. Benchmark: 10%	In Spring 2010 graduates of business options were as follow: Accounting: 3 Bank/Finance: 0 Management/Supervision: 1 Business: 3 Small Business Management: 2 Total - 9 In Spring 2011 graduates of business options were as follow: Accounting: 5 Bank/Finance: 2 Management/Supervision: 3 Business: 1 Small Business Management: 1

		Total -12

Use of Results:

(1) Focus on increasing program enrollment through recruitment efforts, working with the area advisory committee, and creating liaisons with high school business teachers. (2) Counsel and advise students on the suitability of chosen major. (3) Strengthen and expand the internship program to enable students to gain practical experience and gain entry into local businesses. (4) Expand the flexibility of course offerings to include more hybrid and web classes. (5) Have all business majors assigned a business instructor as advisor. (6) Counsel and follow up with students whose absences become excessive. (7) Offer more content related courses as electives. (8) Work towards developing a course to prepare students for the Certified Professional Bookkeeper examination.

Record ID: 3901 **SLO** – Business students will complete a writing assignment that is acceptable to industry standards.	Course assignment in BUS 215, a test letter written with embedded errors; **required of all BUS students** Benchmark: 70%	73% of students completed the writing assignment with a score of 70% or higher.

Use of Results:

Instructors will continue to include more opportunities for writing assignments. Due to common student errors in format, punctuation, and grammar, instructors will also add to each class mini-lectures dealing with specific problematic areas.

Record ID: 2820 **SLO** – Students will demonstrate an understanding of basic accounting principles.	Graded test, assignments, and bonus problems BUS 241 Benchmark: 70%	81% if students were successful in demonstrating and understanding of accounting principles.

Use of Results:

(1) Continue to update course content concerning basic principles by adding more information and problems to the study/review guide. (2) Explore alternative teaching methods to suit the learning styles of all enrolled students.

Record ID:3886 **SLO** – Students will demonstrate an understanding of the accounting cycle.	Graded tests, assignments, and bonus problems in BUS 241. Questions/Problems on Test III specifically related to the accounting cycle: True/false questions 1 - 15 Multiple choice questions 1 - 18 Problem 1 Benchmark: 70%	80% of students demonstrated an understanding of the accounting cycle.

Use of Results:

(1) Continue focusing on student understanding of the accounting cycle. (2) Add additional assignments related to the accounting cycle. (3) Add computerized assignments related to the accounting cycle. (4) Encourage students to fully utilize the accounting cycle tutorial that comes with the textbook. (5) Carefully analyze current test scores to assess the areas of greatest success and areas of greatest difficulty; going forward, place emphasis on areas of greatest difficulty. (6) Stress recent news articles stating that accounting is one of the top five majors in which graduates are readily finding jobs.

Unit Number: 107.4.1
Business and Office Technology (3 options) - AAS

Expected Outcome	Assessment Measurement	Assessment Results
Record ID:3887 **PO –**Enrollment in the Business and Office Technology programs (MAA-Medical Administrative Technology, LAA-Legal Administrative Technology, and OAD-Office Administrative Technology) for the year 2010-2011 will increase from the previous year. (AAS and Certificate programs)	OAD program enrollment numbers in OAD, MAA, and LAA for 2009-2010 and 2010-2011 from Saundra Noles, CVCC Data Manager. Benchmark: 10%	Total enrollment in the OAD program (MAA, LAA, or OAD) for the year 2009-2010 was 166 students. These were students currently attending classes. Total enrollment in the OAD program (MAA, LAA, or OAD) for the 2010-2011 year was 155 students. These were students currently attending classes. This shows a 6.63% decrease in overall enrollment. Enrollment for MAA decreased 10.89% in 2010-2011, from 101 students in 2009-2010 to 90 students in 2010-2011. Enrollment for LAA decreased 35% in 2010-2011, from 20 students in 2009-2010 to 13 students in 2010-2011. While MAA (medical) and LAA (legal) had a decrease in enrollment from the previous year, students enrolled in (OAD) Office Administration Technology program increased 15%. The overall outcome of increasing 10% enrollment was not met.

Use of Results:

This data will be used to determine a program plan to market the Business and Office Technology programs. The Business and Information Technology Advisory Committee will serve as a resource to determine any additions, changes or deletions in course offerings and program structures. Because of the low enrollment figures for LAA (Legal Administrative Technology), a 2012-2013 study will be performed to determine if this is a viable program for CVCC. Program coordinator will continue to market

the program through brochures, visits, and advisement. Students not currently enrolled in the program will be contacted to urge continued completion in programs.

Record ID: 3904 **PO** – The Business and Office Technology program will show an increase in the number of students graduating with a degree in any of the program`s three areas: Medical Administrative Technology (MAA), Legal Administrative Technology (LAA), or Office Administrative Technology (OAD) for year 2010-2011 compared with the previous year 2009-2010. (AAS and Certificate programs)	Business and Office Technology program graduation numbers in OAD, MAA, and LAA for 2009-2010 and 2010-2011 from Saundra Noles, Data Manager, Chattahoochee Valley Community College. Benchmark: 10%	Total graduation numbers in the Business and Office Technology program (MAA, LAA, or OAD) for the year 2009-2010 (Graduation Spring 2010) was 9 students. Total graduation numbers in the Business and Office Technology program (MAA, LAA, or OAD) for the year 2010-2011 (Graduation Spring 2011) was 10 students. This shows a 10% increase in the overall graduation rate. Graduation numbers for MAA remained the same with 5 students in 2009-2010 to 5 students in 2010-2011. Graduation numbers for LAA remained the same with 5 students in 2009-2010 to 5 students in 2010-2011. Graduation numbers for OAD increased from 1 student 2009-2010 to 2 students in 2010-2011. While MAA (medical) and LAA (legal) graduation numbers remained constant and did not decrease graduation numbers for OAD) Office Administration Technology program increased 50% (1 additional student). The overall outcome of increasing graduation numbers by 10% was met, however, a continued effort will be made to increase this rate yearly.

Use of Results:

This data will be used to determine a strategy for improving graduation rates for the Business and Office Technology programs. Course sequencing has been updated and students will be made aware of this course sequencing so that graduation will not be

delayed. Because of the low enrollment and graduation figures for LAA (Legal Administrative Technology), a 2012-2013 study will be performed to determine if this is a viable program for CVCC.

Record ID: 3937 **SLO** – Students enrolled in a course leading to Microsoft Office Specialist (MOS) Examination in Word 2010 will achieve a 700 or higher percentage passing rate.	The student results from each MOS exam (WORD- OAD125) will be evaluated. The results will give a student's score (max 1000) and passing or failing notations. Benchmark: 700 (minimum passing score)	For year 2010-2011, 82% of students passed the MOS Word certification exam.

Use of Results:

For year 2011-12, the Business and Office Technology program at CVCC will continue to implement the two-test voucher for MOS with the OAD 125/CIS 111 courses. By allowing students to take the examination test twice, the passing rates are increasing. Review sessions for students who did not pass the first attempt will be required prior to the student`s second attempt. The passing rate for 2011-2012 will increase by at least 5%.

Record ID: 3938 **SLO** – Students enrolled in courses leading to Microsoft Office Specialist (MOS) Examination in Excel 2010 will achieve a 700 or higher percentage passing rate.	The student results from each MOS exam (Excel- OAD243) will be evaluated. The results will give a student's score (max 1000) and passing or failing notations. Benchmark: 700 (minimum passing score)	For year 2010-2011, 57% of students passed the MOS Excel 2010 certification exam. Students indicated that the vocabulary used on the MOS exam was confusing and they did not understand what was asked on questions.

Use of Results:

The low results of 57% passing rate for the Microsoft Office Specialist Exam in Excel 2010 will be used to evaluate current teaching methods in this course. Instructors will determine those areas students scored lowest, and instructors will require

additional assignments based on those MOS examination criteria. Instructors will require students to complete assignments based on Excel 2010 vocabulary. By adding vocabulary components as well as additional assignments, the passing rate on the MOS exam in Excel will increase at least 10% for year 2011-2012.

Record ID: 3939 **SLO** – Students enrolled in (Access) OAD 244 will achieve a 700 or higher on the Microsoft Office Specialist Exams (MOS).	The student results from each MOS exam (Access) will be evaluated. The results will give a student's score (max 1000) and passing or failing notations. Benchmark: 700 (minimum passing score)	For 2010-2011, 50% of students passed the MOS Access certification exam. Students indicated that the vocabulary used on the MOS exam was confusing and they did not understand what was asked on questions.

Use of Results:

The low results of 50% passing rate for the Microsoft Office Specialist Exam in Access 2010 will be used to evaluate current teaching methods in this course. Instructors will determine those areas students scored lowest, and instructors will require additional assignments based on those MOS examination criteria. Instructors will require students to complete assignments based on Access 2010 vocabulary. By adding vocabulary components as well as additional assignments, the passing rate on the MOS exam in Access will increase at least 10% for year 2011-2012.

Record ID: 3940 **SLO** – Students enrolled in (PowerPoint) OAD 246 will achieve a 700 or higher on the Microsoft Office Specialist Exams (MOS).	The student results from each MOS exam (PowerPoint) will be evaluated. The results will give a student's score (max 1000) and passing or failing notations. Benchmark: 700 (minimum passing score)	For year 2010-2011, 83% of students passed the MOS PowerPoint certification exam.

Use of Results:

For year 2011-12, the Business and Office Technology program at CVCC will continue to implement the two-test voucher for MOS with the OAD 246/CIS 115 courses. By allowing students to take the examination test twice, the passing rates are increasing. Review sessions for students who did not pass the first attempt will be required prior to the student`s second attempt. The passing rate for 2011-2012 will increase by at least 5%.

Unit Number: 104.2.5
Visual Communications (2 options)– AAS

Expected Result	Assessment Measurement	Assessment Results
Record ID:3888 **PO** - Enrollment in the Visual Communications program will meet or exceed enrollment from the previous year. (AAS and Certificate)	AS 400 Enrollment numbers Benchmark: 10%	Enrollment decreased from 30 students in Fall 2009 to 26 students in Fall 2010.

Use of Results:

The VCM program was in a state of flux pending approval of changes in curriculum by ACHE, DPE, and the Board. We did not attempt to recruit during this time.

| Record ID: 2887

PO – Eliminate the Print media program option and merge some of its components with a revised Multimedia option. | Approval by Alabama Commission on Higher Education and Alabama Department of Postsecondary Education of cancelled and revised program curricula. | Approved by ACHE and DPE

March 2011

Coursework previously required only for Print Media and coursework previously required only for Multimedia will both include more students. This arrangement should produce more graduates who are more realistically prepared for the workplace where employees are now expected to manage components of both areas. Following DPE`s nonviability ruling in October 2010, both VCM |

		options were eliminated. Two new options were written, one of which addressed the above action plan. ACHE and DPE approved the new program options in March 2011. Both will be implemented in Fall 2011.

Use of results:

Due to elimination of some coursework dedicated to Print Media only, some remaining coursework must include material that would have been covered in cancelled courses. Also, new faculty will eventually be needed to teach some of the new Multimedia coursework. Because the new program options actually went beyond the early Fall 2010 action plan, an existing PC lab and equipment as well as software became available for Visual Communications classes.

Record ID: 3984 **PO –** The student success rate in program core courses will meet or exceed that of the prior review period.	Students will demonstrate at least a general mastery or better VCM150, VCM172, VCM185, VCM193, VCM254, and ART 121. Benchmark: 10% increase in each course	VCM150 09-10 – 66.7% VCM150 10-11 – 50.0% VCM172 09-10 – 100.0% VCM172 10-11 – 50.0% VCM185 09-10 – 80.0% VCM185 10-11 – 100.0% VCM193 09-10 – N/A VCM193 10-11 – 66.7% VCM254 09-10 – 88.9% VCM254 10-11 – 50.0% ART121 09-10 – 53.3% ART121 10-11 – 50.0%

Use of Results:

Poor performance in VCM 150 Typography (Fall 2010) as well as poor performance in VCM 254 Graphic Design (partly due to poor understanding of typography, so weak treatments of typographic elements) resulted in (1) changing the textbook, and (2) revision of the grading scale--see Student Learning Outcome plan for 2011-12 for VCM 150.

Performance results in VCM 172 Digital Illustration 1 (Spring 2011) were based on a total number of 4 students, whereas Spring 2010 results were based on a total of 8 students. The textbook, instructional assignments, techniques, and attendance policy were all the same for both classes, so poor performance cannot be blamed on any of these variables. The two students in Spring 2010 who scored less than 70 percent missed a lot of class meetings and turned in work late, which resulted in grading penalties. I know of no way that the instructor may compensate for these shortcomings. So, because the same set of variables existed when results were good, I plan no changes for this course.

For VCM 185 Digital Imaging 1, results were good, so no changes are planned.

For VCM 254 Graphic Design, because many weak scores may be blamed on typographic incompetency, changes and improvements in VCM 150 Typography (see above) should help improve final scores for this course as well.

Declining performance in ART 121 Two-Dimensional Composition resulted in a Student Learning Outcome plan for this course for 2011-12 that involves a revision of the schedule of due dates. (See 2011-12)

Record ID: 4297 **PO –** The student completion rate will meet or exceed that of the previous year. (AAS and Certificate programs)	Number of students receiving a short certificate in Visual Communications Benchmark: 10% increase from the previous year.	2009-10: 0 2010-11: 5

Use of Results:

This curriculum is not as attractive to students and is being developed to be more in line with current industry standards and graphic design. Students opt to enroll in the AAS degree. This may change once the curriculum is approved and changed in 2011-12.

Record ID: 3207 **SLO** – Students in VCM 145 Introduction to Digital Photography will demonstrate understanding of aesthetic concepts as well as mechanical techniques that result in professional-quality photographs.	Rubric, or percentage of correct content, depending on the nature of the exercise. These will be a lesser weight than major projects, but cumulatively will be enough to make a difference in a student`s final grade. (Seven major tests and projects, plus eleven pop and minor exercises averaged together for a percentage with the weight of one major test/project.) Benchmark: 80%	In Spring 2010, which did not include the pop quizzes/exercises, 60 percent of students achieved the intended skill level. In Fall 2010, 90 percent of students achieved the intended skill level. In Spring 2011, 75 percent of students achieved the intended skill level. (Though Spring 2011 does not achieve 80 percent, 75 percent is an improvement over previous averages; and, if one averages 90 percent with 75 percent--for both semesters--the result is 82.5 percent, which meets the goal for the year.)

Use of Results:

The equivalent of this practice continued as part of the Digital Photography class.

Unit Number: 107.4.3 Computer Science		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 3889 **PO** - Enrollment in the Computer Science program will meet or exceed previous year. (AAS and Certificate programs)	Enrollment numbers 2 options (CISCO Net or Inf. Technology) as reported in the Fact Book. Benchmark: 10%	Fall 2009 - 50 Fall 2010 - 45
Use of Results: As the enrollment numbers indicate, student enrollment in CIS programs did not increase but decreased. To address this problem we have: 1) Met with Advisory Committee and discussed changes or need for modifications to degree and certificate programs 2) Assess the job opportunities in the local service area 3) Analyze current curricula for degree and certificates 4) Increase the number of contacts with local schools and businesses for prospective students 5) Make presentations to local community groups "selling our degree and certificates" 6) Investigate dual-enrollment possibilities		
Record ID: 3890 **PO** – The number of students completing the Computer Science program will meet or exceed that of the previous year. (AAS and Certificate programs)	Number of students graduating the program. Benchmark: 10%	2009-10: 11 2010-12: 5
Use of Results: As the graduate numbers indicate, student graduating in CIS programs did not increase but decreased. To address this problem we have: 1) Met with Advisory Committee and discussed changes or need for modifications to degree and certificate programs 2) Assess the job opportunities in the local service area 3) Analyze current curricula for degree and certificates 4) Increase the number of contacts with local schools and businesses for prospective students 5) Make presentations to local community groups		

"selling our degree and certificates" 6) Investigate dual-enrollment possibilities		
Record ID: 3896 **PO** – Students enrolled in the Computer and Information Systems program will be provided the opportunity to take and pass at least one industry-recognized certification exam.	Certification exams (Word 2007, Excel 2007, PowerPoint 2007, and Access 2007)	At least one course was offered during 2010-2011 for each certification exam (Word, Excel, Access, PowerPoint). Courses Certification Exam 2 Excel 2 Word 2 PowerPoint 1 Access The number of students enrolled in all the above courses was 90. Each student took the certification exam for the specific content area. The breakdown below shows the pass rate for each content area within a semester: 2010Fall WORD 79% 2010Fall EXCEL 67% 2011Spring POWERPOINT 76% 2011Spring WORD 90% 2011Spring EXCEL 0%, 2011Summer ACCESS 52% 2011Summer POWERPOINT 100% 2011Summer EXCEL 38%.
Use of Results: Although we provided certification exams in all areas of Microsoft Office Suite certification, the passing rate for the certification exams was poor. To help prepare the students better for the exams, we plan to do the following: 1) research the core competencies further for each certification exam 2) research software for test-preparation for Office Suite 3) add timed practice exams.		
Record ID: 3941	All CIS 146 syllabi will include the same	The syllabi are consist with case

PO - To provide consistency of course content and assessments in all CIS 146 courses.	competencies, unified point system for evaluation.	projects, point systems and expected

Record ID: 3954 **PO** – The student success rate in program core courses will meet or exceed that of the prior review period.	Percent of students performing at or above average in CIS161/270*, CIS162/271*, CIS163/272*, CIS164/273* * Course numbers were changed form 2009-10 to 2010-11	CIS161 09-10 – 71.4% CIS270 10-11 – 100.0% CIS162 09-10 – N/A CIS271 10-11 – 76.5% CIS163 09-10 – N/A CIS272 10-11 – 83.3% CIS164 09-10 – N/A CIS273 10-11 – 44.4%

Record ID: 4298 **PO** – The student success rate in program core courses will meet or exceed that of the previous year.	Percent of students performing at or above average in CIS130, CIS150, CIS185, and CIS191. Benchmark: 10% increase in each course	CIS130 09-10 – 65.3% CIS130 10-11 – 74.2% CIS150 09-10 – 59.1% CIS150 10-11 – 46.2% CIS185 09-10 – 68.8%

		CIS185 10-11 – 78.7%
		CIS191 09-10 – 80%
		CIS191 10-11 – 77.8%

Use of Results:

Increase more repetitive theory and reinforcements. Instructor will provide demonstration of the effects and use of these techniques. The class will work together to create computer programs that contain selection and repetition. Students will work on their own in a lab/in-class setting to create similar programs. Homework will be assigned to let students apply these concepts independently.

| Record ID: 4063 **SLO –** Students will demonstrate the mastery of cabling and configuring a basic wireless network configuration as demonstrated in the final skill-based project. | All students will demonstrate 100% proficiency in cabling and configuring a basic wireless network configuration. | 94% of students were able to successfully cable and configure a basic wireless network with 100% proficiency. |

Use of Results:

Based on the success of this group, minimal changes were made to the program. Program changes will include updates for new technologies etc.

| Record ID: 4204 **SLO –** The student will demonstrate mastery of cabling, basic routing configurations, and testing a basic wired network. | Students will demonstrate at least 80% proficiency on a skills assignments of cabling, basic routing configurations and testing a basic wired network. | 66% of students were able to successfully demonstrate at least 80% proficiency on a skills assignments of cabling, basic routing configurations and testing a basic wired network. |

Use of Results:

Percentages were low due to the number of students that did not complete the assignment. Instructors will place more emphasis on skill assignments, quizzes, and exams during the semester. More assignments will be given to better prepare students for skill assignments.

Record ID: 4295 **SLO –** Students will be able to design computer programs containing selection statements. Students will be able to design computer programs containing repetition (loops).	Students in CIS 191 will correctly code selection and repetition statements in homework assignments and exams. Benchmark: 80%	74% of students were able to correctly code a program that allowed the user to make selections and gave the option to run again and again until the user chose to stop.

Use of Results:

Research into teaching CS101 has shown that Java is a difficult language to learn for beginners. Java was used in this course. Will try to teach these basic programming concepts in an easier language like Python next time.

Record ID: 4296 **SLO –** Students will be able to perform a clean installation of the Windows operating system on a PC or laptop computer.	100% of students in CIS 269 will correctly install the Windows 7 operating system on a new computer. Students will configure the installation with antivirus software.	69% of students produced satisfactory web pages.

Use of Results:

Increase student engagement by using rapid-development tools that let students quickly create colorful web pages, thereby creating a sense of accomplishment before introducing them to the complexities of coding.

Certificate Programs

Unit Number: 107.4.1 Business and Office Technology (Short Certificate)		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 4194 **PO** – POs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4195 **SLO** – (Short Cert.) Gen. Education courses are not required. SLOs for this certificate are embedded within the AAS degree.	N/A	N/A
Use of Results: N/A		

Unit Number: 481.8.6 Child Care and Development (Short Certificate)		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 3199 **PO** – Decision will be made on continuance of the program.	N/A	N/A

Use of Results

Dean is reviewing the need for the program and options for hiring faculty.

Being reviewed for viability.

Unit Number: 107.4.3 Computer Information Systems (2 options) (Certificate and Short Certificate)		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 3952 **PO –** POs for these certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 3956 **SLO –** SLOs for these certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		

Unit Number: 104.2.4 Criminal Justice (Certificate)		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 3959 **PO –** POs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 3961 **SLO –** SLOs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		

Unit Number: 104.2.1 Emergency Medical Technology – 1 semester certificate		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 3883 **PO** - Enrollment in the Emergency Medical Technology Program will increase from the previous year.	AS 400 Records Benchmark: 10%	Enrollment decreased from 10 students in Fall 2009 to 3 students in Fall 2010.
Use of Results: Many of the students enroll in the Fire Science program which has an EMS requirement. They can take one more class and then get the EMS certificate. Efforts are being made to better capture this data to more accurately count those earning the certificate.		
Record ID: 2843 **PO** - Program completers will successfully pass the final practice exam given to students preparing for the National Registry Exam.	Final practice exam Benchmark: 80%	81% of program completers preparing to take the National Registry Exam successfully passed the final practice exam given in class.
Use of Results: The course will continue to implement practice tests and review of materials. Students will be allowed time during class to practice computer generated testing.		
Record ID: 3192 **PO –** First time test takes will pass the NREMT.	NREMT Benchmark: 50%	NREMT pass rate for first-time test takers was 57%

Use of Results Faculty will continue to reflect the NREMT test plan into the curriculum to ensure students will continue to be successful.		
Record ID: 2840 **SLO** - Students will recognize and correctly identify the anatomical parts of the lower airway.	Post-test Benchmark: 85%	94% of students successfully labeled the lower airway on the post test.
Use of Results: Continue to spend additional lecture time on the respiratory system and anatomy.		
Record ID: 2841 **SLO** - Students will be able to identify the sections and numbers of the human spinal column.	Students were provided with a diagram of the spine and instructed to label the spine and its sections. Benchmark: 85%	73% of students successfully labeled and numbered the human spinal column.
Use of Results: The instructor will develop a homework assignment to improve student knowledge and will continue to use this as a goal next year.		

Unit Number: 104.2.2 Fire Science (Short Certificate)		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 3965 **PO –** POs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 3967 **SLO** –Gen. Education not required. SLOs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		

Unit Number: 104.2.3 Homeland Security (Certificate and Short Certificate)		
Record ID: 3971 **PO –** POs for these certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 3973 **SLO –** (Certificate and Short C26) SLOs for certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		

Unit Number: 104.1.3
Medical Assisting Technology (2 options) (Short Certificate)

Expected Result	Assessment Measurement	Assessment Results
Record ID: 4304 **PO** – Program Outcomes imbedded in AAS Degree	N/A	N/A
Use of Results: N/A		
Record ID: 3977 **SLO –** SLOs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4306 **SLO –** SLOs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results:		

N/A

Unit Number: 104.1.2 Licensed Nurse Practitioner (Certificate)		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 2871 **PO** - Students will pass the NCLEX on their first attempt.	NCLEX Benchmark: 80%	NCLEX PN Board pass rate for first-time test takers for Alabama Board of Nursing Year 2009-2010 was 100%.
Use of Results: These results were utilized to continue to support the action plan as outline above. NCLEX results will continue to be monitored as required by the Alabama Board of Nursing.		
Record ID: 2872 **PO** - Students will score above the national mean for the computerized comprehensive examination.	ATI Exam Benchmark: 85%	The PN Comprehensive Predictor administered on 6/29/2011 56.3% of the group was above the national individual mean. The PN Comprehensive Predictor administered on 7/27/2011 85.7% of the group were above the national individual mean.

Use of Results: These results were utilized with the group of students to predict success rates on the NCLEX PN. Individual test results were utilized with each student to develop a focused remediation plan.		
Record ID: 2868 **SLO** - CVCC nursing students will score a Proficiency Level 2 or above using the ATI computerized national normed exams for maternal-newborn and nursing care of children using the ATI exams.	ATI Exam Benchmark: A minimum of 50%	77.8% of students scored above the national individual mean for the computerized exam in maternal-newborn. 50% of students scored above the national individual mean for the computerized exam in the nursing care of children.
Use of Results: 1) Instructor will continue to teach at current level by implementing a minimum of three course goals which enhance teaching and learning within the classroom for NUR106. 2) Instructor will require use of remediation materials by all students who do not achieve the required level 2 proficiency on the ATI exam. 3) Instructor will utilize group performance profiles from ATI exams to examine course content and testing.		
Record ID: 3021 **SLO** - Students will demonstrate competency in a head-to-toe assessment.	Head-to-toe assessment in NUR103 Benchmark: A minimum of 80%	96% of the students successfully demonstration of a random focused skills validation in the lab. However the nursing faculty report the actual head-to-toe assessment skills performed in the clinical setting were not satisfactory.

Use of Results:

Nursing faculty will utilize a more comprehensive approach to final evaluation of a head-to-toe assessment in NUR103 to include implementation of earlier clinical start times in order to obtain `real life` assessment experience.

Record ID: 4290 **SLO –** Students will demonstrate safe performance of identified basic nursing skills by receiving satisfactory ratings in the skills laboratory.	Skills checklists Benchmark: 90%	100% of students were able to successfully achieve satisfactory ratings in performance of the identified basic skills.

Use of Results:

Nursing faculty will continue to monitor satisfactory completion of all identified basic skills for all nursing students.

Record ID: 4292 **SLO –** Students will be able to perform pharmacological calculations.	End of course pharmacological calculations test. Benchmark: 80% of students scoring a 90% or greater.	After three attempts at the pharmacological calculations exam, all students enrolled in NUR104 successfully passed the exam with a 90% or greater.

Use of Results:

The nursing faculty identified that having a single math test in NUR104 is not an adequate assessment of acquisition and retention of knowledge for pharmacological calculations. As the results indicate, students will be successful with three attempts with this exam. Pharmacological calculations will now be incorporated throughout the curriculum in all nursing courses.

Unit Number: 104.2.5 Visual Communications (Short Certificate)		
Expected Result	**Assessment Measurement**	**Assessment Results**
Record ID: 4314 **PO –** POs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 3982 **SLO –** (Short) SLOs are embedded in the Multimedia AAS degree.	N/A	N/A
Use of Results: N/A		