

Summary – Academic Program Outcomes Assessment Report 2011-12

2011-2012

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) shown on pg.76 of the 2011-12 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. 11).

Expected Outcomes	Assessment Measure	Assessment Results
Record ID: 3922		
PO - Retention Rates for AA and AS student will meet or exceed State average.	Retention Fall to Fall with a benchmark of at least 50%	Fall 10 to Fall 11 for AS – 38% Fall 10 to Fall 11 for AA – 49%

Use of Results:

Review course grade reports for the level of student success by course, by instructor, and by method of instructional delivery (traditional, hybrid, or online) to look for attrition correlations. Currently reviewing developmental education courses and ways to improve. Consider a review of tutoring services to optimize the use of these services. Review of online courses revealed several problems. Distance Learning Committee completed a new Handbook that outlines new requirements for all faculty teaching online courses to ensure the course is equal to or exceeds that of traditional or hybrid courses and that instructors are competent users of online technology such as Blackboard. A new Dean of Student Services is being hired and will begin prior to fall. This person will help implement the Student Success Center model and expand a plan to plan to address retention.

Record ID: 3774

<p>PO - Students earning 60 or more semester hours at the CVCC and transferring to state university will earn a 2.0 GPA or better.</p>	<p>University GPA</p>	<p>According to ACHE and the Alabama statewide student database, 92% of CVCC students that completed at least 60 credit hours and then attempted at least 30 credit hours after transferring had a GPA greater than or equal to 2.0. 60% had a 3.0 or greater GPA. CVCC students transferring to Columbus State and completing one term also had a 92% rate of having at least a 2.0 GPA. Average GPA was 2.96</p>
	<p>Based on Universities that have at least 10 CVCC students in the cohort. Data from ACHE and Columbus State</p>	

Use of Results:

CVCC students are performing well after transferring to a 4 year college or university. They exceed the state average of 87%. Dean and division chairs will continue to monitor content and curriculums to insure CVCC students are prepared. Chairs will conduct an annual review each summer of the curricula in conjunction of a review of articulation agreements.

Record ID: 3775

<p>PO – Graduating students will have a favorable rating on their preparation for</p>	<p>Graduating Student Survey</p>	<p>SP 2011 – 89%</p>
	<p>Transfer Days posted schedule</p>	<p>SP 2012 – 84%</p>

transfer to another college.

Number of Transfer Guides printed
each term

Use of Results:

For CVCC students who complete 60 or more hours at CVCC and transfer to four-year colleges, data show they perform as well or better than native students at the four-year college. Our challenge is to help students persist beyond the 60 credit-hour threshold with us. During the academic years 10-11 and 11-12, the college piloted a Student Success Center model focused on retention (by having students take a specially programmed Orientation 105 within their first two semesters). The model has shown promise and with the hiring of a new Dean of Student Services, the college will begin the full scale implementation of the model campus-wide.

Record ID: 3772

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

Students continue to struggle with major and minor grammatical errors and inadequate documentation. On the fifty papers reviewed, the number of papers containing major errors increased to 30 from 27(2010). Minor errors increased from 26 to 36. The number of essays with notations about documentation errors decreased slightly from 35 to 33. 60% of students in ENG 102 mastered the basic competencies.

Use of Results:

Composition instructors will intensify the use of writing lab referrals and supplemental instructional strategies focusing on the elimination of major and minor grammatical errors. Each instructor will contribute to the Writing Lab specified major error worksheets that contain explanations of the error and a culminating activity that will allow the attending student an opportunity to practice elimination of the error. Students receive feedback from the English tutor and the Writing Lab staff. English instructors will contribute the following:

A. Andy Scales--subject/verb agreement

- B. Anne Messner--fragments
- C. Susan Lockwood--comma splice
- D. Greg Spence--fused sentence
- E. Amy Porche--verb forms

These worksheets will be accompanied by Camtasia lectures and Power Point presentations.

Record ID: 3926

SLO – Upon completion, students should understand the fundamentals of art, the materials used, and have a basic overview of the history of art.

Core Curriculum Requirement: 3hrs

Scores on the final exam.

Benchmark: 70%

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

Fall 2011: In classroom section #1, the percentage of students scoring 70% or higher was 36, with an average score of 67.3%. In Fall 2011 classroom section #2, the percentage of students scoring 70% or higher was 35, with an average score of 61.7%. In online section #1, the percentage of students scoring 70% or higher was 38, with an average score of 69%. In online section #2, the percentage of students scoring 70% or higher was 54.5%, with an average score of 73.3%.

Spring 2012: In classroom section #1, the percentage of students scoring 70% or higher was 41, with an average score of 68.9%. In classroom section #2, the percentage of students scoring 70% or higher was 56, with an average score of 65.8%. In online section #1, the percentage of students scoring 70% or higher was 60, with an average score of 69%. In online section #2, the percentage of students scoring 70% or higher was 14, with an average score of

63.2%.

Use of Results:

Even with the addition of developmental prerequisites, and unexpected change of textbook and online content (Spring 2011), student performance remains generally unimproved. Data confirming enforcement of these prerequisites, however, is not available.

In addition, students and faculty have complained about the addition of these as mandatory prerequisites in the registration computer applications because they cannot discern which students need developmental courses and which do not. So, the apps flag all students who have not completed these courses. This compounds advisors' reluctance to check students' degree plans for needed prereqs because of the time it takes to do so. Advisors simply override the prereq requirement based on students' word that they don't need them.

One result of these complaints has been the addition of a "Registration Audit" online application with which advisors can more easily and quickly check a student's degree plan for prerequisites. We hope this will help to discourage overrides of prerequisites.

Other ways to improve student performance in both classroom and online sections of ART 100 are being explored.

Record ID: 4302

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.
Departmental Scoring Rubric

During the spring semester 2012, 70.7% of SPH107 students passed with a grade of "C" or better. Further grade analysis revealed that 5.7% of the students received a grade of Incomplete.

Benchmark: 80%

Use of Results:

A major reason why students failed SPH 107 was because they were unable to complete course assignments within

the designated course time limits. In order to discourage high numbers of Incomplete grades, instructors will reconfigure the course calendar of assignments to ensure that students can complete all course work by the end of the semester.

Record ID: 3763

SLO - The student will perform mathematical computations and apply mathematical principles and methodologies to be successful in their specific degree program. (Area III)

Core Curriculum Requirement:
11hrs

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

Benchmark: 70%

In MTH 100 only 22.9% of the students assessed in the Fall 2011 and Spring 2012 semesters mastered all three goals compared to 38.4% from the previous year. The number of students mastering one goal was 79% and two goals was 60%. Students performed better at those questions requiring direct application or computation but lacked higher-order critical thinking skills as shown in goal 3. Students are not retaining previous course material from one semester to the next. Our data does not contain all data from the adjunct instructors. In MTH 112 only 39.7% of the students assessed in the Fall 2011 and Spring 2012 semesters mastered all three goals compared to 57.97%. The number of students mastering one goal was 79.4% and two goals was 63.2%. Students performed better at those questions requiring direct application or computation but lacked higher-order critical thinking skills as shown in goal 3. Students are not retaining previous course material from one semester to the next. The data includes on full-time instructors. The one night class data was not provided by the part-

time instructor. The percentages decreased in both MTH 100 and MTH 112 from the previous year.

Use of Results:

All math faculty will be informed of the poor performance on these objectives. Our students clearly need more explanation and practice with the supporting mathematical skills as well as the assessed math skills. Homework will continue to be graded and reviewed in class. Daily quizzes will be given to motivate students. Extra practice worksheets and examples will be given. More application problems will be used to develop critical thinking skills. The division chair will require all instructors including adjuncts to provide more data on these areas of concern each semester.

Record ID: 3773

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)

Four individual case projects in Microsoft Office applications: Word, Excel, Access, and PowerPoint.
Benchmark: 80% average for each case project

Benchmark: 70%

The average % score for each application software is shown below:

WORD 78%
EXCEL 74%
ACCESS 78%
PPT 87%
Overall Average 79%

Core Curriculum Requirement: 19-23hrs

Use of Results:

The benchmark set for the average score for each software application was 80%. Although the overall average for all four application software was 1% less than the benchmark, only one score met or exceeded the 80% benchmark. 1) Create content-specific vocabulary assignments for each software application 2) Create an online CIS lab accessible for any student enrolled in CIS146 and CIS147 providing additional support materials and captured lectures 3) Establish early-warning system rules in Blackboard that will alert instructors for students whose grades fall below 70 4) Setup student tutoring sessions for students needing additional assistance 5) Create a library with a minimum of ten (10) Camtasia lectures for each software application 6) Investigate simulation

software that can be used to accompany textbook and application software.

Record ID: 3673

SLO – Students will demonstrate the ability to apply chemical principles and methodology to solving chemistry-based problems. (Area III)	Comprehensive final Benchmark: 70% proficiency by 70% of students	In the area of quantum theory, all 7 students answered at least 2 out of 3 questions correctly. Five answered them all correctly, or 71.4%. In the area of stoichiometry, 5 answered 2/3 of the questions correctly or 71.4%. Only 3 answered them all correctly, or 42.9%. In the balancing chemical equations, only 3 or 42.9% answered 2/3 completely correctly.
Core Curriculum Requirement: 11hrs		

Use of Results:

Instructor will continue to use short element and polyatomic quizzes to help with balancing equations. More practice worksheets will be given on writing and balancing equations. Extra time will be given to work on writing and predicting products of chemical equations.

Record ID: 3736

SLO – The student will demonstrate the ability to apply biological/physical science/chemical principles and methodology to solving biology/physical science/chemistry-based problems.	Comprehensive final Benchmark: 70% proficiency by 70% of students	Summary of Goal#1 Assessment Fall 2011(30 students) Hybrid Highest 59% Mini-term Lowest 53% Spring 2011(59 students) Mini-term Highest 62% Hybrid Lowest 55% Traditional class 60% Summary of Goal#2 Assessment Fall 2011 (30 students) Term I and Hybrid were both 51% Spring 2012(59 students) Mini Term 1 Highest 60% Tradition class is Lowest 45% Hybrid Class is 48% Summary of Goal#3 Assessment Fall 2011 (30students)
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Mini-term class highest 70% but there were only 11 students in the class. The hybrid class did not have any questions addressing this goal. Spring 2011 (59 students) Mini-term class highest 51%. Traditional class lowest 43%. Questions were not represented. The hybrid class did not have any questions addressing this goal. There were no students meeting the 70% level of mastery for all three goals.

Use of Results:

As a department, the need for general standardization between courses and Faculty was addressed on March 2, 2012. As noted in the minutes, an exam blue print is being developed to provide a guideline for test instruments. This will address the following and should be used regardless of format (Hybrid, online, traditional, miniterm or dual enrollment): I. Length of Exam II. Level of Complexity/Difficulty III. Types of questions IV. Material that MUST be represented. The data collected this year is very similar to 2010/2011 data. As documented in the question section (attached file), there are a lot of very long dissertations introducing many of the questions. Due to the reading level of our typical student, the student may become lost in these long rambling questions. Questions will be rewritten to be more structured and direct. Blooms Taxonomy will be used to ensure that we have basic knowledge questions as well as more sophisticated, higher level questions. The majority of our students come to us with very poor academic backgrounds and very little in the way of academic experience. A test prep session will be added to classes at an appropriate time to ensure that students know how to test as well as recall knowledge on exams. Additional instruction will be provided to assist the student to dissect questions in order to determine what the question is asking. Overall, the department will emphasize quality not quantity of questions and test instruments. This will be disseminated to all Faculty (full-time, part-time, dual-enrollment) to ensure continuity between all BIO103 classes. Additional practice for students will be continued.

Record ID: 3769

Comprehensive final

In the area of astronomy, an average of 19 out of 23 correctly

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.

Benchmark: 70% of proficiency by 70% of students

answered all 3 questions, or 82.6%. In geology, an average of 17/23 or 72.5% correctly answered all 3 questions. In meteorology, 16/23 or 69.6% answered correctly and in oceanography, 17/23 or 75.4% answered correctly on average all 3 questions. However, only 14/23 or 60.9% answered correctly at least 2 of the 3 target questions in all 4 areas.

Use of Results:

Instructor will use an updated customized textbook and lab manual, revise and improve the PPT presentations, and add more lab activities for hands on student participation. Graded homework and a student project will be included.

Record ID: 3648

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 IV)

70% accuracy on related exam items.

Benchmark – 70%

The 2010-2011 assessment results of this SLO saw a significant decline in the percentage of students meeting the targeted accuracy. That trend continued during the fall of 2011 with only 38% of students meeting or exceeding the target. However, during the spring of 2012 the percentage of students meeting or exceeding the target increased to 75%, with 50% of students scoring an accuracy of 90%. However, the overall results for the 2011-2012 academic year still fell short of the target, with only 49% of all students tested meeting or exceeding the

**Core Curriculum Requirement:
6hrs in a history sequence.
Alternate between US and
World.**

targeted 70% accuracy.

Use of Results

Beginning in the spring of 2012, instructors specifically reminded students more often during the term, and especially immediately prior to unit tests, that they would be responsible for test items consistent with the Expected Outcome shown above. The SLO will be continued during the 2012-2013 academic year, along with the tactics implemented in the spring 2012.

Record ID: 3668

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.

Final exam items related to objective.

Benchmark: 70% accuracy by at least 85% of students.

History 201 students scored an average of 5 out of 15 (33%) on the "Key Dates" portion of the final exam during the 2011-2012 academic year. The highest score was 15 out of 15. Only 12% of History 201 students achieved an acceptable score (minimum 10 out of 15) on that portion of the exam. History 202 students scored an average of 7.5 out of 15 (50%) on the "Key Dates" portion of the final exam during the 2011-2012 academic year. The highest score was 15 out of 15. Only 32% of History 202 students achieved an acceptable score (minimum 10 out of 15) on that portion of the exam.

Use of Results:

Clearly, the "pre-test" had no effect on student outcomes in either 201 or 202. The assessment results virtually mirrored 2010-2011, with a slight improvement in 202. For the 2012-2013 academic year, the instructor will substitute the "pre-test" with a "Dates Study Guide" at the beginning of the semester so students can focus on important dates while they are preparing for quizzes and exams and will continually emphasize those dates during

lecture and study materials.

Record ID: 3924

SLO – Students will demonstrate an understanding of musical terminology and basic elements of music, such as time periods, styles, and genres. (Area II)	MUS101 exam scores	The mean course grade score was 85%.
	Benchmark: 80%	
	Student may take ART or MUS to satisfy this 3 hour requirement.	

**Core Curriculum Requirement:
3hrs**

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 2011-2012 revealed that a significant number of students skipped items concerning Timbre (Unit 1) and Aleatory Music (Unit 5). For 2012-2013, MUS101 will add supplemental aural and video material for these three areas in an attempt to increase the average course grade.

Unit Number: 104.4			
Applied Technology – AAS			
Expected Outcome	Assessment Measure	Assessment Results	
Record ID: 3821 PO – Students will have lift truck certification upon completion of ADM 100 Industrial Safety.	At least 80% of students in ADM 100 will demonstrate proficiency on the written exams for lift truck certification.	94.1% of the students enrolled in the ADM 100 Industrial Safety Class demonstrated mastery of forklift certification.	Outcome Met
Action Plan:			
Use of Results: a) More time will be utilized in the instruction of forklift certification. b) Additional instructors will be used.			
2012-13 Action Plan:			
Record ID: 3823 PO – Enrollment in the Applied Technology program (4 options) will increase from the Fall semester 2011 to Spring Semester 2012. (AAS and Certificate programs)	Enrollment data from the AS400 will be used to determine that Applied Technology enrollment (4 options) has increased by 45% from Fall Semester to Spring Semester. Benchmark: 45%	From our student enrollment records, the College enrolled 8 students Fall Semester 2011 and 17 students Spring 2012 for a 47.05% increase in enrollment.	Outcome Met

Action Plan:	
Use of Results: Since this program is new, the increase in enrollment will be adjusted from semester to semester.	
2012-13 Action Plan:	

Record ID: 3822			
SLO – Students enrolled in the ADM 101 Precision Measurement Class will be able to perform precision measurements using micrometers, calipers, and height gauges to ensure quality across the profession.	1. The instructor will evaluate the accuracy of each measurement and assign a grade accordingly. 2. Multiple choice post-exam(s) will be given on the operation of precision measurement tools utilizing the Learn Mate Management System. Benchmark: 80%	Students averaged 87.2% using micrometer, caliper, and height gauges.	Outcome Met
Action Plan:			
Use of Results: The class will spend more time using precision measuring instruments to improve test/lab scores.			
2012-13 Action Plan:			

<p>Record ID: 4065</p> <p>SLO – Students enrolled in the ADM 104 Thermal Electrical Principles will be able to identify terms and equipment associated with HVAC principles.</p>	<p>This class will be offered Fall Semester 2012.</p>	<p>This course is on the Fall 2012 course schedule.</p>	<p>Outcome Met</p>
<p>Action Plan:</p>			
<p>Use of Results:</p> <p>N/A</p>			
<p>2012-13 Action Plan:</p>			

Unit Number: 104.1.1			
Associate Degree Nursing (ADN) – AAS			
Expected Outcome	Assessment Measure	Assessment Results	
Record ID: 3656 PO – Students will pass the NCLEX on their first attempt.	NCLEX Benchmark: 90%	NCLEX RN Board Pass rate for first-time test takers for Alabama Board of Nursing Year 2010-11 was 74.4%.	Outcome Met
Action Plan:			
Use of Results: This program received a notice of deficiency from the Alabama Board of Nursing. The Board of Nursing required that the program submit an Improvement Plan. The Improvement Plan is attached to this program outcome and outlines all improvements. These results are utilized to continue to support the action plan as outlined above. NCLEX results will continue to be monitored as required by the Alabama Board of Nursing.			
2012-13 Action Plan:			

Record ID: 3809 PO – Graduates returning Registered Nursing Program Graduate Surveys will report satisfaction with the nursing	Graduate survey results Benchmark: 80%	Class of 2009-2011 Nursing Alumni Survey - 13/25 (52%) returned. Statement in survey was: "Overall, I am pleased with the nursing education I received at CVCC." 10/13 (77%) answered `Strongly Agree` and 3/13	Outcome Met
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program.		(23%) answered "Agree".	
Action Plan:			
Use of Results:			
<p>This program outcome will be carried over and monitored to 2012-13 and each year thereafter as required by NLNAC Standards and Criteria. Faculty and staff will continue to utilize survey results and student feedback to improve program outcomes. Faculty and staff will continue to implement computerized resources throughout the program and will implement a live NCLEX review at the completion of the program.</p>			
2012-13 Action Plan:			

Record ID: 3810	Nursing Program Employer Survey results. Benchmark: 85%	Employer Satisfaction Survey administered on November 3, 2011. 9 respondents. 85.7% of employers agree that CVCC nursing graduates are well prepared to perform upon entering the workforce.	Outcome Met
Action Plan:			
Use of Results:			
<p>This program outcome will be carried over and monitored in 2012-13 and each year thereafter as required by NLNAC Standards and Criteria.</p>			

2012-13 Action Plan:			
Record ID: 4205 PO – Graduates will report employment within the field within six months of graduation.	Graduate survey results Benchmark: 90%	Class of 2009-2011 Alumni Survey results 13/25 (52%) responded. 100% report full-time employment in field at time of survey.	Outcome Met
Action Plan:			
Use of Results: This program outcome will be carried over and monitored to 2012-13 and each year thereafter as directed by NLNAC Standards and Criteria.			
2012-13 Action Plan:			
Record ID: 3658 SLO – CVCC nursing students will score a Proficiency Level 2 or above using the ATI computerized nationally normed exams for maternal-newborn and nursing care of children using the ATI exams.	ATI Exam Results Benchmark: 50%	ADN direct entry student results: Maternal-Newborn Exam - 9 students scored greater than or equal to a Level 2 proficiency. 14 students scored less than a Level 2 proficiency. Nursing Care of Children Exam - 10 students scored greater than or equal to a Level 2 proficiency. 13 students scored less than a Level 2 proficiency. ADN Mobility Student results: Maternal-Newborn Exam - 2 students scored greater than or equal to a Level 2 proficiency. 9 students scored	Outcome Met

		less than a Level 2 proficiency. Nursing care of Children Exam - 2 students scored greater than or equal to a level 2 proficiency. 9 students scored less than a Level 2 proficiency.	
Action Plan:			
Use of Results:			
Faculty will continue to administer the ATI exams for Maternal-Newborn and Nursing Care of Children. Faculty will increase utilization of ATI resources within the course to include use of skills modules, remediation templates, focused reviews, practice assessments and practice tests. Faculty will offer individual and/or group tutoring as necessary. This SLO will continue to be monitored in academic year 2012-13.			
2012-13 Action Plan:			
Record ID: 3672 SLO – All students enrolled in NUR204 will complete a minimum six hours of community service in order to gain an appreciation the underserved members of a community.	Typewritten journal completed by all students.	Student journals reflected total satisfaction and awareness of volunteer work in the underserved community.	Outcome Met
Action Plan:			
Use of Results:			

Will continue to assess this SLO for success in the upcoming academic year 2012-13.

2012-13 Action Plan:

<p>Record ID: 3811</p> <p>SLO – Nursing students enrolled in NUR103 will successfully assess a patient in 11 areas identified on rubric.</p>	<p>Rubric provided. Each assessment will be worth a total of 100 points. 80% of students will score a 90% or greater.</p>	<p>76% of students completing the randomly chosen focused assessment passed with a score of 90% or greater.</p>	<p>Outcome Met</p>
<p>Action Plan:</p>			
<p>Use of Results:</p> <p>A randomly chosen focused assessment will continue to be utilized and monitored as the assessment of choice for nursing students in this course. 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.</p>			
<p>2012-13 Action Plan:</p>			

Unit Number: 104.1.3		
Medical Assisting – AAS		
Expected Outcome	Assessment Measure	Assessment Results
Record ID: 3746 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%	This is the first year for this program outcome. Graduate surveys will be done six months after graduation (October 2012).
Use of Results: This program outcome will be carried over and monitored to 2012-13 and each year thereafter. Assessment results reported in 2012-13 will reflect graduate survey results/national registry or certification exam results for academic year 2011-12. Students will continue to be provided with certification information from a variety of certifying bodies for MAT. Graduates will continue to be surveyed within six months of graduation.		
Record ID: 3836	Medical Assisting graduate survey	This is the first year for this program

PO – Medical Assisting graduates will report employment in field within six months of graduation.	results. Benchmark: 80%	outcome. Graduate surveys for MAT graduates will be done six months after graduation (October 2012).
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Use of Results:

This program outcome will be carried over and monitored to 2012-13 and each year thereafter. Assessment results reported in 2012-13 will reflect graduate survey results, to include employment status of graduates from the 2011-12 academic year.

Record ID: 3912 PO – Enrollment in the MAT program will equal or exceed previous fall enrollment.	Enrollment numbers as recorded in AS400. Benchmark: 10%	FA10 – 85 FA11 – 57
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Use of Results:

Develop medical assisting recruitment materials. Provide recruitment materials and information to college recruiters. Provide MAT program information to NAS dual-enrollment students. Encourage students who have been unsuccessful in entering the nursing program to pursue a degree in medical assisting as an alternative to nursing prior to applying to the nursing program again.

Record ID: 4020 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 MAT101, MAT102, MAT111, and MAT120. Benchmark: 80% of students will complete the courses with a score of 70% or higher.	FA2011 HPS105 59% students were successful MAT102 73% students were successful MAT111 90% students were successful SP2012 MAT120 88% students were successful HPS105 50% students were successful
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Use of Results:

This program outcome will continue to be monitored for the courses outlined above for academic year 2012-13 in order to provide comparative data to determine if the outcome has been met.

<p>Record ID: 4021</p> <p>PO – The number of students completing the Medical Assisting program will meet or exceed those of the previous year.</p>	<p>Number of students earning a degree or short certificate in Medical Assisting.</p> <p>Benchmark: 5%</p>	<p>8 students completed an AAS in Medical Assisting in May 2012. 1 student completed an AAS in Medical Assisting in August 2011 and 4 students completed an AAS in Medical Assisting in May 2011. 8 students completed a short certificate in MAT in May 2011, 6 students in August 2011 and 2 students in December 2011. There have been no short certificates awarded in 2012 to this date.</p>
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Use of Results:

Enrollment and completion of MAT AAS classes will increase as implementation of a recommended course of study is implemented. Beginning in August 2012, all new students entering the MAT program will be advised to follow the recommended course sequence in order to complete the program in a timely fashion. See attached recommended sequence.

<p>Record ID: 3781</p> <p>SLO – Students will be able to perform pharmacological calculations.</p>	<p>Pharmacological calculations exam test results.</p> <p>Benchmark: 85% of students will score 80% or higher</p>	<p>100% of students enrolled in MAT216: Medical Pharmacology for the Medical Assistant were able to perform pharmacological calculations successfully as demonstrated by scoring 80% or higher on the pharmacological</p>
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		calculations exam within three attempts.
<p>Use of Results:</p> <p>This SLO will continue to be monitored in the coming academic year 2012-13. Students will follow the action plan as identified. Faculty will consider use of online learning/tutoring resources for pharmacological calculations. Faculty will evaluate current textbook for effectiveness. Faculty will evaluate student course evaluations to implement course improvements.</p>		
Record ID: 4075	<p>Monitor incomplete grades through AS400 and health science student records.</p> <p>Benchmark: 100% completion</p>	<p>FA2011 - One student enrolled in MAT229 did not complete preceptorship until subsequent semester. SP2012 - Two students enrolled in MAT229 received incomplete grade.</p>
<p>Use of Results:</p> <p>This SLO will be monitored in the coming academic year 2012-13. Faculty and staff will implement a system for MAT students to obtain all required health and background check information prior to enrollment in MAT229 in order to expedite the preceptorship placement. By expediting placement, students will have ample opportunity to complete the 225 required preceptorship hours within the prescribed semester.</p>		
Record ID: 4079	<p>Chapter exam which includes the Good Samaritan Law and the MAT128: Medical Law and Ethics final exam. Questions about this law will be isolated and analyzed for comprehension of the content by successful answer.</p> <p>Benchmark: 80%</p>	<p>On the final exam 1/9 (11%) of students correctly answered the item(s) about the Good Samaritan Law.</p>

Use of Results:

1. Faculty will increase by 50% the time spent in class/lecture to discuss the Good Samaritan Law.
2. Students will be required to answer questions about the Good Samaritan Law on a quiz, a chapter test, and the final exam.
3. Will continue to monitor this SLO for the 2012-13 academic year.

Unit Number: 104.2.4**Criminal Justice – AAS**

Expected Outcome	Assessment Measure	Assessment Results
Record ID: 3747 PO – Enrollment in the Criminal Justice program will meet or exceed enrollment from previous year. (AAS and Certificate programs)	Enrollment numbers AS 400 Benchmark: 10% increase	Fall 10 – 28 Fall 11 - 56

Use of Results:

Instructors will continue to follow the action plan that has worked so well and expanded the program. Instructors will ask to participate in job fairs within the local community and use an exhibit screen to appeal to future students.

Record ID: 3818 PO – Students desiring employment with a law enforcement or correctional	Applications submitted Benchmark: 75%	100% of students completed an application and cover letter for submission to the agency of their choice. The actual
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agency will obtain an application, complete the application process and submit the completed package to the agency of their choice.		submission of the application was 72% with the other students requesting a hold on the application process until they have completed the degree.
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Use of Results:

A review of this program objective indicated that the requirement to actually submit an application to an agency is misstated. Some students are new to the criminal justice program, others midway through, and others near completion. Newer students wanted to participate in the completing the application and cover letter, but wished to withhold submission. The program goal will be restated to show participation without requiring submission of the application to an agency.

Record ID: 3906 PO – Number of students completing the Criminal Justice Program will increase over the previous year. (AAS and Certificate)	Number of students graduating the Criminal Justice program. Benchmark: 10%	2010-11: 0 2011-12: 0
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Use of Results:

This is still a new degree program. Students are beginning to meet the requirements for completion but will not be eligible for graduation until May 2013. Data will continue to be collected to confirm that the program is retaining students and they are completing the plan.

Record ID: 4002 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 the average level in CRJ100, CRJ110, EMS100, EMS101. Benchmark: 10%	CRJ100 10-11 - 80.4% CRJ100 11-12 - 87% CRJ110 10-11 - 73.7% CRJ110 11-12 - 78%
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		EMS100 10-11 - 98.6% EMS100 11-12 - 98.9% EMS101 10-11 - 98.6% EMS101 11-12 - 92%
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Use of Results:

Improvement was noted in all core classes except for EMS101. A slight decrease is indicated, however over 90% of the class met or exceeded 80% for a final course grade. The class will continue to be taught as designed and will add a longer question and answer period at the end of each chapter.

Record ID: 3679 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.	Exam questions 5, 8, and 22 Benchmark: 80%	78% of students successfully passed the written exam with a score of 80% or better.
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Use of Results:

The instructor will continue to follow the action plan in presenting material but will expand the time allowed for the presentation and include greater student discussion.

Record ID: 3680 SLO – Students will be able to correctly relate the process of cases and assignment to state or federal courts.	A comprehensive written exam with multiple choice and true/false questions. Benchmark: 80%	92% of students successfully completed the exam with a score of 80% or higher.
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Use of Results:

Instructors will continue to follow the action plan in instruction.

<p>Record ID: 3681</p> <p>SLO – Students will articulate the concept of "having legal standing" in civil cases and how to identify which persons meet those requirements.</p>	<p>Students are scored using a matrix for each presentation. Students must score 90 points or higher to successfully pass the presentation.</p> <p>Benchmark: 80%</p>	<p>77% of students were successful in articulating the concept of having legal standing with a score of 90% or higher.</p>
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Use of Results:

The instructor will redesign the presentation for having legal standing and how to identify persons meeting those requirements. Additionally, the instructor will review the matrix for possible scoring changes.

<p>Record ID: 3819</p> <p>SLO – Students will correctly demonstrate knowledge of the federal court jurisdiction systems.</p>	<p>Exam</p> <p>Benchmark: 80%</p>	<p>96% of students successfully scored 80% or better on an exam demonstrating knowledge of the federal court jurisdiction system.</p>
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Use of Results:

Instructors will continue to follow the action plan for presenting this information in future course material.

<p>Record ID: 3820</p>	<p>Exam</p>	<p>86% of students successfully scored 80% or</p>
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SLO – Students will demonstrate knowledge of the rights of defendants to a speedy trial as it pertains to the 6th amendment.	Benchmark: 80%	better on a written exam demonstrating knowledge of the 6th amendment.
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Use of Results:

Instructors will continue to follow the action plan for presenting this information in future course material.

Unit Number: 104.2.2		
Fire Science Program - AAS		
Expected Outcome	Assessment Measure	Assessment Results
Record ID: 3664 PO – Students will successfully pass the FEMA NIMS 100 course after a presentation of materials by the instructor on the first attempt.	On-line test Benchmark: 75%	90% of students successfully passed the FEMA NIMS 100 course on the first attempt.
Use of Results:		
The changes made in presenting the material has resulted in positive results. Students will continue to receive instruction as listed.		

Record ID: 3907 PO – Enrollment in the Fire Science	Enrollment numbers as recorded in AS400.	Fall 2010 - 41
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Management Program to meet or exceed enrollment of the previous year. (AAS and Certificate programs)	Benchmark: 10%	Fall 2011 - 54
<p>Use of Results:</p> <p>Continue to visit regional fire stations and recruit students for the program. Incorporate visits to high schools and explain opportunities for careers in the fire service.</p>		
Record ID: 3908 PO – The number of students completing the Fire Science Management program will increase from the previous year. (AAS and Certificate)	Number of students graduating from the Fire Science program. Benchmark: 10%	2010-11: 5 2011-12: 8
<p>Use of Results:</p> <p>The advisor will continue to follow the action plan to ensure degree completion of the degree.</p>		
Record ID: 4007 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 the average level in FSC110, FSC130, FSC299. Benchmark: 10%	FSC110 10-11 - 92.9% FSC110 11-12 - 91.7% FSC130 10-11 - 83.3% FSC130 11-12 - 92.9% FSC299 10-11 - 58.8% FSC299 11-12 - 100%

Use of Results:

Continue instruction as implemented in FSC299 and FSC130. Major improvements are noted in FSC299 and continued improvement in FSC130. A slight drop in FSC110 is directly related to students failing to attend classes on a regular basis. Instruction will continue as implemented and the instructor will call students missing two or more classes to encourage attendance.

<p>Record ID: 3665</p> <p>SLO – Students will demonstrate an understanding of the principle role of the fire prevention division of a municipal fire department.</p>	<p>Exam</p> <p>Benchmark: 90%</p>	<p>45% of students successfully identified the principle role of the fire prevention division of a municipal fire department.</p>
<p>Use of Results:</p> <p>The instructor will create a flow chart of the different divisions within the majority of municipal fire departments with the role of each division clearly defined. Students will recreate the flow chart in both group settings and during pop quizzes before taking the exam.</p>		
<p>Record ID: 3748</p> <p>SLO – Students will successfully identify four types of building collapse that frequently occurs during firefighting activities.</p>	<p>Students will view several projects and label four with the correct type of structural collapse.</p> <p>Benchmark: 80%</p>	<p>93% of students identified four types of structural collapse.</p>

Use of Results:
 The instructor will continue to explain and teach the structural collapse material as defined.

<p>Record ID: 4319</p> <p>SLO - Students enrolled in FSC151 will complete one activity sheet for students in the second grade to teach the stop, drop, and roll activity. The design must include the use of math skills for the appropriate grade level.</p>	<p>The activity sheet will be graded by the instructor to confirm the page meets the requirements of the assignment.</p> <p>Benchmark: 80%</p>	<p>96% of students completed the activity sheet within the specified measures.</p>
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Use of Results:
 The activity will continue to be included in the class. The coordinator will arrange to have the sheets distributed to second grade students to determine if the activity sheets are beneficial to second grade students learning the skill.

<p>Unit Number: 104.2.3</p> <p>Homeland Security - AAS</p>		
Expected Outcome	Assessment Measure	Assessment Results
<p>Record ID: 3779</p> <p>PO – Each student will successfully complete 15 hours in an externship within a local public safety or emergency management agency to enhance classroom instruction and gain experience in the various areas of homeland security and prepare them for entry into career jobs.</p>	<p>On-site supervisors will complete an evaluation report for each student, providing feedback on punctuality and performance, and providing an overall score.</p>	<p>The internship program is in the final stages of development. It will begin with the Fall 2012 classes.</p>
<p>Use of Results:</p> <p>Final meetings will lead to a completed survey form, developed by the instructor and the local authority having jurisdiction to</p>		

follow progress and report satisfaction of students completing internships.

<p>Record ID: 3902</p> <p>PO – Enrollment in Homeland Security will meet or exceed enrollment from the previous fall. (AAS and Certificate programs)</p>	<p>Enrollment Records AS 400</p> <p>Benchmark: 10%</p>	<p>Enrollment Fall 10: 34</p> <p>Enrollment Fall 11: 34</p>
<p>Use of Results:</p> <p>Enrollment remains steady.</p>		
<p>Record ID: 3905</p> <p>PO – The number of students completing the Homeland Security program will increase over the previous year. (AAS and Certificate programs)</p>	<p>Graduation numbers</p> <p>Benchmark: 5% increase from the previous year</p>	<p>2010-11: 6</p> <p>2011-12: 6</p>
<p>Use of Results:</p> <p>The instructor will meet will students prior to each term to develop an enrollment schedule that will assist students in completing the degree plan in a timely manner.</p>		
<p>Record ID: 4327</p> <p>PO – The student success rate in program core courses will meet or exceed that of the prior review period.</p>	<p>Percent of students performing at or above average in HLS120, HLS190, HLS205, HLS221.</p> <p>Benchmark: 10%</p>	<p>HLS120 10-11 - 81.8%</p> <p>HLS120 11-12 - N/A</p> <p>HLS190 10-11 - 94.4%</p> <p>HLS190 11-12 - N/A</p>

		HLS205 10-11 - 93.3% HLS205 11-12 - N/A HLS221 10-11 - 93.7% HLS221 11-12 - 88.2%
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Use of Results:

HLS120, HLS190, and HLS205 were scheduled during the summer term. Many students were dependent upon Pell funds, which were not available during the summer term. The schedule for Fall classes did not include a repeat of these courses due to the need for electives. HLS190 was added to the schedule for Fall with 120 and 205 to repeat in the Spring.

Record ID: 3659 SLO - Students will be able to successfully summarize and write in their own words the mission statement of local authorities having jurisdiction in Homeland Security or Emergency Management.	Post-test Benchmark: 85%	88% of students successfully completed a summarization of mission statements for local authorities having jurisdiction in Homeland Security and/or Emergency Management.
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Use of Results:

The instructor will continue to offer the information as described with greater emphasis placed on how to summarize general information.

Record ID: 3660 SLO – Students will accurately execute triage protocol for treatment order of mass casualty victims.	Observers will record actions taken by students as they perform triage and assign treatment order.	83% of students completed the mock disaster drill without error. The most common error was in assigning treatment order for victims.
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	Benchmark: 100%	
<p>Use of Results:</p> <p>The instructor will continue to prepare students for the drill with classroom instruction. The instruction will expand to include the JumpStart Triage course. This will provide students with detailed information for determining the level of need for victims based on respirations, pulse, and related injuries.</p>		
Record ID: 3661	Presentation	81% of students successfully executed an orderly and chronologically correct oral presentation.
SLO – Students will be able to accurately execute an orderly and chronologically correct oral presentation.	Benchmark: 70%	
<p>Use of Results:</p> <p>The instructor will require students to complete an outline of the presentation prior to the oral presentation. The instructor will offer suggestions on how to improve the flow of the presentation while providing critical information.</p>		
Record ID: 3663	Post-test	97% of students were successful in place terroristic events in chronological order.
SLO – Students will place terroristic events in chronological order.	Benchmark: 80%	
<p>Use of Results:</p> <p>The instructor will continue to teach the information as described.</p>		

Record ID: 3807 SLO – Students will identify the most common signs and symptoms of blood agents.	Exam Benchmark: 85%	94% of students received a score of 90% or higher on their poster board and class presentation.
Use of Results: Instructors will continue to follow the action plan in instruction.		

Unit Number: 107.4.2		
Business (5 options) – AAS		
Expected Outcome	Assessment Measure	Assessment Results
Record ID: 3903 PO – Enrollment in Accounting program will meet or exceed previous Fall enrollment	Enrollment Records in AS 400 Benchmark: 10% increase	Fall 10 - 11 Fall 11 - 20
Use of Results: Instructors will: 1) Develop recruitment brochure 2) Contact career-technical counselors at local high-schools to request dates/times to participate in career fairs 3) Contact local organizations seeking opportunities for recruitment activities 4) Attend CVCC orientation classes (ORI105) to discuss career opportunities.		

<p>Record ID: 3942</p> <p>PO – The number of students completing the Business Program graduating with a degree in any of the program`s five areas-- Accounting, Business, Banking and Finance, Management and Supervision, and Small Business Management--will increase compared with the previous year, 2010-2011.</p>	<p>Business program graduation numbers.</p> <p>Benchmark: 15% total increase</p>	<p>2010-11: 12</p> <p>2011-12: 7</p>
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Use of Results:

1) The primary business instructor will investigate the underlying reasons why students are not graduating, such as failure to successfully complete major courses or incorrectly declared major. 2) For those who are not successfully completing business courses, the primary lead business instructor will: a. Identify courses with the lowest % success rate b. Develop a "early warning" system for courses with low success rates c. Encourage students to make appointment for additional help d. Create captured mini-lectures reinforcing course content.

<p>Record ID: 3943</p> <p>PO – Business students will be able to and perform common business applications using computers, calculators, and software programs common to the community served by the college.</p>	<p>Feedback from the Business and Information Technology Division "BIT" Advisory Committee, business community, and graduates.</p>	<p>Discussions with members of the BIT Advisory Committee and college graduates indicated the following: 1) Students are weak in solving business-related problems using software applications (Excel and Access). 2) Students do not perform well when completing mathematical calculations dealing with percentages and conversions.</p>
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Use of Results:

Students do not perform up to industry demands when completing business-related problems dealing with math (whether

written or using computer software). To meet the demands of businesses, instructors need to include the following in all BUS, CIS, and OAD courses: 1) Review basic mathematical conversions (percentages, decimals) 2) Create and include in courses business-related problems where students must calculate percentages and decimals 3) Provide additional captured e-lectures, notes, study guides for students 4) Encourage students to participate in on-campus math tutoring sessions.

Record ID: 3643	Graded tests, assignments, and bonus problems Benchmark: 80%	80% of students passed BUS 241 demonstrating an understanding of basic accounting principles and the accounting cycle.
<p>SLO – Students will demonstrate an understanding of basic accounting principles.</p>		

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.

Record ID: 3644	Periodic examinations, assigned problems, and immediate feedback. Benchmark: 80% of students achieving a 70% or better	91% of BUS 242 students taking Test III, which was predominately financial calculations, passed with a 70% or better.
<p>SLO – Students enrolled in Accounting and Business (ACC/BUS) courses will demonstrate knowledge of financial calculations.</p>		

Use of Results:

(1) From the evaluation of graded tests and assignments, identify areas where students have the greatest difficulty. (2) Add additional assignments and discussion on areas of greatest difficulty. (3) Continue to update course content involving basic principles by adding more information and problems to the study/review guide. (4) Explore alternative teaching methods to suit

the learning styles of all enrolled students.

<p>Record ID: 3930</p> <p>SLO – Students will demonstrate the ability to use Peachtree Accounting software to complete common accounting applications.</p>	<p>Graded assignments, graded tests, and a comprehensive computerized accounting problem that covers the entire accounting cycle.</p> <p>Benchmark: 80%</p>	<p>76% of students enrolled in ACC150 passed the class with a 70% or better. One student signed up for the course, but never attended. Another student asked to take the course on an independent basis, but never bought a book, submitted any assignments, or took any scheduled exams. This leaves a 100% pass rate for students who attended the first day.</p>
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Use of Results:

(1) Increase the introductory lectures on the software from 3 sessions to 4; (2) review the basic accounting cycle at the start of the course; (3) add additional assignments that cover a smaller amount of material; (4) add a second comprehensive problem.

Unit Number: 107.4.1			
Business and Office Technology (3 options) - AAS			
Expected Outcome	Assessment Measurement	Assessment Results	
<p>Record ID: 3752</p> <p>PO – All students pursuing a degree in Business and Office Technology (Office Administration Technology, Legal Administrative Technology, or Medical Administrative Technology) will demonstrate their knowledge and skills by completing a supervised internship in the area of their concentration the last semester before graduation. This is usually the spring semester.</p>	<p>The Business and Office Technology program supervisor, Mrs. Susan Young, will conduct at least one unannounced visit to each internship site each semester. Employer evaluations will be used to determine what deficiencies a student possesses as well as those skills (personal and physical)in the Business and Office Technology Program needing more emphasis. Students will submit a professional notebook outlining their internship experience.</p> <p>Benchmark: 100% of students will receive an 80% or better on an</p>	<p>Employer evaluations received for the Spring 2012 Internship noted deficiencies in the Business and Office Technology program in "soft" skills. These are telephone skills, oral communication, following directions, and accepting criticisms. Other office skills noted as deficient are faxing, copying, answering telephones and transferring calls, attaching documents to emails, etc. These evaluations have been compiled to use as a base for next year`s internship course. On the Midterm Evaluation, only 55% of students, (5 out of 9)scored 80% or above in the Personal Qualities</p>	Outcome Met

	<p>internship evaluation by their supervisor.</p>	<p>category. On the Midterm Evaluation, 78% of students (7 out of 9) scored 80% or above in the Professional Qualities category. On the Midterm Evaluation, only 67% of students (6 out of 9) scored 80% or higher on the Work Performance category. The total Midterm Evaluation Average was 67% of students (6 out of 9) scored 80% or better when averaging all three categories. On the Final Evaluation, 67% of students, (6 out of 9) scored 80% or above in the Personal Qualities category. On the Final Evaluation, 78% of students (7 out of 9) scored 80% or above in the Professional Qualities category. On the Final Evaluation, 67% of students (6 out of 9) scored 80% or higher on the Work Performance category. The total Final Evaluation Average was 78% of students (7 out of 9) scored 80% or better when averaging all three categories. This showed an increase of 11% from midterm evaluation to final evaluation of students performing at 80% on all three categories.</p>	
<p>Action Plan:</p>			
<p>Use of Results:</p> <p>The results from these evaluations show a need for furthering office skills beyond the basic courses offered. Plans to create a simulation office in a vacant office on the Business and Information Technology floor of the IPAC building will be budgeted for 2012-2013 to improve these skills. Lesson plans will be updated to include modules on these "soft skills." Technology will be added to program to include more DVDs on office skills as well as possibly visiting guest</p>			

speakers. Adding a guest speaker from a human resource department or a personnel department will be considered.

This program goal will be continued next year and will include using the simulation office for remediation of internship students.

2012-13 Action Plan:

<p>Record ID: 3756</p> <p>PO – The number of students completing one of the three areas (Medical Administrative Technology (MAA), Legal Administrative Technology (LAA), or Office Administrative Technology (OAD)) will increase for year 2011-2012 compared with the previous year 2010-2011. (AAS and Certificate programs)</p>	<p>Business and Office Technology program graduation numbers in OAD, MAA, and LAA for 2010-2011 and 2011-2012 from Saundra Noles, Data Manager, Chattahoochee Valley Community College.</p> <p>Benchmark: 15%</p>	<p>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. Total graduation numbers in the Business and Office Technology program (MAA, LAA, or OAD) for the year 2011-2012 (Graduation Spring 2012) was 15 students. This shows a 33% increase in the overall graduation rate. Graduation numbers for MAA increased 58% from 5 students in 2010-2011 to 12 students in 2011-2012. Graduation numbers for LAA decreased 200% from 3 students in 2010-2011 to 1 student in 2011-2012. Graduation numbers for OAD remained the same with 2 students in 2010-2011 to 2 students in 2011-2012. The overall outcome of increasing graduation numbers by 10% was met, however, a continued effort will be made to increase this rate yearly.</p>	<p>Outcome Met</p>
<p>Action Plan:</p>			

Use of Results:

The graduation data for the Business and Office Technology Program gives a good indication that the Medical Administrative Technology Degree is increasing in popularity. This data will also be used to determine a strategy for improving graduation rates for the Office Administrative 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. The OAD Coordinator will implement more strategies for locating and tracking OAD students to be sure that no delays or problems occur to delay graduation.

2012-13 Action Plan:

<p>Record ID: 3913</p> <p>PO – Enrollment in the Business and Office Technology programs (MAA-Medical Administrative Technology, LAA-Legal Administrative Technology, and OAD-Office Administrative Technology) for year 2011-2012 will increase or remain the same as year 2010-2011. (AAS and Certificate programs)</p>	<p>Business and Office Technology program enrollment numbers in OAD, MAA, and LAA for 2010-2011 and 2011-2012 from Sandra Noles, CVCC Data Manager.</p> <p>Benchmark: 10%</p>	<p>Total enrollment in Business and Office Technology program (OAD, MAA, or LAA) for the year 2010-2011 was 155 students. These were students currently attending classes. Enrollment for MAA was 90 students, LAA was 13 students, and OAD was 52 students. Total enrollment in Business and Office Technology program (OAD, MAA, or LAA) for the year 2011-2012 was 141 students. These were students currently attending classes. Enrollment for MAA was 73 students, LAA was 8 students, and OAD was 60 students. The enrollment for the Business and Office Technology program decreased 9% from year 2010-11 to 2011-12. The number of LAA students decreased by 38% from 13 students in year 10-11 to 8 students in year 11-12 and MAA students decreased by 19% from 90 students in year 10-11</p>	<p>Outcome Met</p>
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		<p>to 73 students in year 11-12. The OAD students increased by 15% from 52 students in year 10-11 to 60 students in 11-12. This showed a decrease in enrollment from 2010-2011 to 2011-2012 in MAA and LAA, but an increase in OAD students. The total enrollment for 2010-11 was 155 and total enrollment for 2011-2012 was 141. This shows a decrease of 9%.</p>	
<p>Action Plan:</p>			
<p>Use of Results:</p> <p>For summer 2012, the enrollment was 50% less than previous summer because students were not awarded an extra Pell Grant to cover summer tuition as in previous summer semesters. Only 22 students enrolled for summer 2012 vs 42 students enrolled for summer 2011. This was a significant cut in enrollment. The MAA enrollment decreased because some of these students moved into CVCC`s Medical Assisting program. The Business and Office Technology program coordinator will work contact students who did not attend classes summer 2012 to determine if they will be returning for fall 2012. A tracking system will be implemented to help organize and track student progress in the program. Also, this data reveals that some students will not enroll in summer courses unless they have some form of financial assistance. Many students did not have additional Pell Grant monies for summer 2012, and they preferred not to take out loans to pay for classes. The enrollment should rise for year 2012-1013 with adequate planning, recruitment, and advising. The OAD coordinator will plan for recruitment through CVCC recruitment coordinator and also through the BIT recruiting efforts. Plans are underway to provide recruitment opportunities for the Ft. Mitchell area by planning some career/recruitment activities at the Ft. Mitchell Senior Activities Center to attract many of our Ft. Benning families.</p>			
<p>2012-13 Action Plan:</p>			
<p>Record ID: 4328</p>	<p>Percent of students performing at or</p>	<p>OAD101 10-11 - 80.7%</p>	<p>Outcome</p>

<p>PO – The student success rate in program core courses will meet or exceed that of the prior review period.</p>	<p>above the average level in OAD101, OAD103, OAD125, and OAD130. Benchmark: 5%</p>	<p>OAD101 11-12 - 82.4% OAD103 10-11 - 86.7% OAD103 11-12 - 93% OAD125 10-11 - 92.8% OAD125 11-12 - 100% OAD130 10-11 - 100% OAD130 11-12 - 100%</p>	<p>Met</p>
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Action Plan:

Use of Results:

Students performing at or above average level in OAD 101, OAD 103, OAD 125, and OAD 130 increased for year 2011-2012. OAD 101 increased by 2%, OAD 103 increased by 7%, OAD 125 increased by 8%, and OAD 130 remained consistent with 100% of students performing at or above average level. The OAD 130 course is for advanced students and these students will most always perform at a higher level. The OAD 101 students include general population students and are not all OAD program students. With only a 2% increase in OAD 101 performance, the benchmark of 5% for all classes was not reached.

2012-13 Action Plan:

<p>Record ID: 3753</p> <p>SLO – Students will increase their typing speed.</p>	<p>The speed assessment given on Day 3 (of both Fall 2011 and Spring 2012), using the SPEEDSKINS will be compared with the final speed assessment, without the SPEEDSKINS, given during the final examination on the last</p>	<p>For Summer 2011, no SPEEDSKINS were used in any OAD 101 Keyboarding courses. The average for the Summer 2011 first speed assessment was 36 NWAM, and the average for the final speed assessment was 36.69 NWAM. This was an overall increase in NWAM of 2%. This was without using SPEEDSKINS during any classroom instruction.</p>	<p>Outcome Met</p>
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	<p>day of class(of both Fall 2011 and Spring 2012). Student`s Net Words A Minute (NWAM) should increase greatly on the final speed assessment by using the SPEEDSKINS to reinforce the importance of "Touch Typing".</p> <p>These NWAM scores on the final speed assessment will be compared to summer 2011 when no SPEEDSKINS were used in classroom instruction to determine if the SPEEDSKINS did make a difference in the student`s NWAM.</p> <p>Benchmark: 10%</p>	<p>For Fall 2011 and Spring 2012, SPEEDSKINS were used during classroom instruction to help enhance the "Touch Typing" method. For Fall 2011, there were two OAD 101 keyboarding classes, and both used the SPEEDSKINS. Fall 2011-OAD101-1, the average for the first speed assessment was 28.45 NWAM and the average for the final speed assessment was 36.55 NWAM. This was a 22% increase in NWAM. Fall 2011-OAD 101-2, the average for the first speed assessment was 23.04 NWAM and the average for the final speed assessment was 33.75 NWAM. This was a 32% increase in NWAM. Both of these classes used SPEEDSKINS to cover their keyboard during assignments.</p> <p>For Spring 2012, there were two OAD 101 keyboarding classes, and both used the SPEEDSKINS. Spring 2012 OAD 101-1, the average for the first speed assessment was 30.6 NWAM, and the average for the final speed assessment was 39.18 NWAM. This was a 22% increase in NWAM. For Spring 2012 OAD 101-2, the average for the first speed assessment was 28.18 NWAM, and the average for the final speed assessment was 38.11 NWAM. This was a 26% increase in NWAM.</p> <p>When SPEEDSKINS were not used in classroom instructions, students only increased 2% in NWAM by the end of the semester. When SPEEDSKINS were used in classroom instruction, students increased anywhere from 22% to 32% in NWAM by the end of the semester.</p>	
<p>Action Plan:</p>			

Use of Results:

It is clear from the data, that students increased their NWAM when they are forced to learn the "Touch Method" of typing and are not allowed to look at their keys. Even though some students really voiced their dislike for using these SPEEDSKINS, they understood why it was important to know the keyboard placement. In comparison to the semester when no SPEEDSKINS were used, using the SPEEDSKINS increased student`s NWAM greatly. The SPEEDSKINS will be used in all keyboarding classes, including keyboarding classes taught by adjuncts, beginning Fall 2013. Students will also be given the information for purchasing these SPEEDSKINS to use at home. All lesson plans for keyboarding to include learning the keys will include using these SPEEDSKINS. Possibility of visiting personnel and human resource speakers to address students about the need for correct keyboarding techniques.

2012-13 Action Plan:

<p>Record ID: 3754</p> <p>SLO – The Business and Office Technology students graduating in Spring 2012 with an Associate of Applied Science Degree (MAA-Medical Administrative Technology, LAA-Legal Administrative Technology, or OAD-Office Technology) will have passed at least one Microsoft Office Specialist Certification.</p>	<p>Number of Business and Office Technology students graduating in Spring 2012 with an Associate of Applied Science Degree (MAA-Medical Administrative Technology, LAA-Legal Administrative Technology, or OAD-Office Technology) that have passed at least one Microsoft Office Specialist Certification exams.</p> <p>Benchmark: 100%</p>	<p>100% of Business and Office Technology Students (MAA, LAA, or OAD)graduating spring 2012 have successfully passed at least one Microsoft Office Specialist Certification. Only 40% of students graduating in spring 2011 had successfully passed one certification test. This difference represents a 60% increase in successful completions of one certification test from the previous year. Also, for spring 2012 graduates, 67% passed at least two certifications, 40% passed at least three certifications, and 13% passed at least 4 certifications.</p>	<p>Outcome Met</p>
<p>Action Plan:</p>			

Use of Results:

All spring 2012 graduates of the Business and Office Technology program (MAA, LAA, or OAD) received an "industry-acceptable" certification while a student at Chattahoochee Valley Community College. This credential will help make our students more employable and help to certify their skills. For year 2012-13, the benchmark will be graduates will have passed at least two Microsoft Office Specialist Certification and/or IC 3 exams. The BIT Department will introduce new training software for year 2012-2013 to help students successfully pass the certification exams. New training modules and practice tests will be introduced into classes that require the certification test in lieu of the final exam. The OAD Coordinator will also help students track which tests they have successfully passed and how to add these credentials to their resume.

2012-13 Action Plan:

<p>Record ID: 3933</p> <p>Expected Outcome</p> <p>SLO – Students will demonstrate mastery of common word processing software (Word 2010).</p>	<p>Action Plan:</p>	<p>Assessment Measure</p> <p>An end-of-unit performance test will be given to the class to measure those basic document formatting elements covered by assignments. This end-of-unit test will include 18 steps. A rubric will be created giving each step a given point value if student successfully completes that step. The rubric total will be 150 points. The accumulated point valuable will be converted to a grade on the 100 pt scale.</p> <p>Benchmark: 90% of students scoring 85% or higher</p>	<p>Assessment Results</p> <p>Of the 18 student taking the end-of-unit performance test on basic formatting elements, 72% (13 out of 18) scored an A, 17%(3 out of 18) scored a B, 6%(1 out of 18) scored a C, and 6%(1 out of 18) scored a D. The overall class average for this end-of-unit performance test was 91%.</p>
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<p>Use of Results:</p> <p>The results from this end-of-unit performance test indicates that the students did demonstrate a mastery of basic document formatting using Word 2010. Further investigation revealed that students not performing at the A or B level failed to complete required assignments, and therefore, were not prepared for this test. The instructor will add more emphasis on document formatting through updated lesson plans, more videos or clips on document formatting. For year 2012-2013, students will be introduced to new training software for certification tests. This software will have components on document formatting. Students will complete more assignments and testing through this training software to determine their deficiencies.</p>
<p>2012-13 Action Plan:</p>

<p>Unit Number: 104.2.5</p> <p>Visual Communications (2 options)– AAS</p>		
Expected Result	Assessment Measurement	Assessment Results
<p>Record ID: 3914</p> <p>PO – Enrollment in the Visual Communications program will meet or exceed enrollment from the previous year. (AAS and Certificate programs)</p>	<p>AS 400 Records</p> <p>Benchmark: 10%</p>	<p>Fall 2010 - 26</p> <p>Fall 2011 - 29</p>
<p>Use of Results:</p>		

The VCM program was about to be either shut down or be resurrected pending approval by ACHE, DPE, and the Board. We did not attempt to recruit during that time. New program was approved in March 2011. Increasing enrollment will be an expected outcome for 2012-13.

<p>Record ID: 4025</p> <p>PO – The student success rate in program core courses will meet or exceed that of the prior review period.</p>	<p>Projects and tests in core Multimedia Graphic Design certificate courses, which are embedded in the corresponding degree.</p> <p>Benchmark: 10 percentage-point increase of success rate in each course (VCM150, VCM172, VCM185, VCM193, VCM254, and ART121).</p>	<p>In VCM 150 Fall 2010, 50% of students completed the course with a score of 70 percent or better. (This course was not taught Spring Semester 2010 or 2011.) In Fall 2011, 67 percent of students completed the course with a score of 73 or better (73 became the new standard for success during this semester) and 83 percent completed the course with a score of 70 or better.</p> <p>In VCM 172 Spring 2011, 50 percent of students completed the course with a score of 70 percent or better. (This course was not taught Fall 2011.) In Spring 2012 100 percent of students completed the course with a score of 70 or better.</p> <p>In VCM 185 Digital Imaging 1 Spring 2010, 80% of students completed the course with a score of 70 percent or better. In VCM185 Spring 2011, 100% of students completed the course with a score of 70 percent or better. (This course was not taught Fall 2010 or 2011.)</p> <p>VCM 254: In VCM 254 Spring 2011, 50 percent of students completed the course with a score of 70 percent or</p>
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		<p>better. In Spring 2012, 100 percent of students completed the course with a score of 70 percent or better. (This course was not taught in Fall 2011.)</p> <p>ART 121: Fall 2010 50 percent of students completed the course with a score of 70 percent or better. (This course was not taught in Spring 2011.) In Fall, 2011, 80 percent of students completed the course with a score of 70 percent or better. In Spring 2012, 40 percent of students completed the course with a score of 70 or better.</p>
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Use of Results:

Generally, for Fall 2011 and Spring 2012, attendance in these classes was much improved over 2010-11. Almost all of the results correlate in one way or another with attendance statistics: students who attended regularly performed well, and students who were habitually absent did not. (The 40-percent figure for ART 121 in Spring 2012 was based on total enrollment of five students. The three who failed rarely attended class.) Unfortunately, the new attendance policy was recently abolished, so we will return to using other "incentives" to encourage the regular attendance that seems to result in better performance.

<p>Record ID: 4026</p> <p>PO – The student completion rate will meet or exceed that of the previous year. (AAS and Certificate programs)</p>	<p>Number of students earning a degree or short certificate in Visual Communications - Multimedia Graphic Design.</p>	<p>2010-11: 0</p> <p>2011-12: 0</p>
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Use of Results:

Will continue to encourage students to apply for the certificate as soon as they have completed degree core courses and other requirements.

<p>Record ID: 4283</p> <p>PO – In Fall 2012, students who were new in 2011-12 will be prepared to enter and succeed in second-tier core VCM/CIS courses.</p>	<p>Compare Fall 2012 and Spring 2013 percentages of students who were new in 11-12, and who still need first-tier coursework, to previously reviewed period.</p>	<p>Generally, this plan produced poor results. By teaching VCM 150 and ART 121 out of sequence, we added few to the number who will be ready for second-tier courses in the Fall and will still have stragglers. Also, in the meantime, converting the heretofore one-hour ORI 101 orientation requirement into a three-hour requirement has begun to contribute to this problem because it knocks first semester VCM students out of one of the foundation courses they should be taking at that time. Reduced availability of Title IV financial aid in the Summer term also further compounded this problem: we had zero Visual Communications students enrolled in Summer coursework required for either degree plan.</p>
<p>Use of Results:</p> <p>Have spoken to Dean of Instruction about the Orientation problem. He added a one-hour section to the Fall schedule. Will not plan to teach any coursework out of sequence unless significant results may be anticipated. Will look for ways to reduce need for prerequisites in some coursework (VCM 172, VCM 185, VCM 193, and VCM 254).</p>		
<p>Record ID: 4340</p> <p>PO – Visual Communications programs will maintain compatibility with appropriate industry-standard hardware and software.</p>	<p>Purchase of software will be approved by Administration. New version will be installed before beginning of Fall classes.</p>	<p>Budget amendment was not approved. Checked availability of Perkins funding. Not available.</p>

Use of Results:

Will roll over to 2012-13 and try again.

<p>Record ID: 3687</p> <p>SLO – Upon completion of ART 121 Two-Dimensional Composition, students should demonstrate effective use of the elements and principles of design in creating two-dimensional compositions.</p>	<p>Compare final averages from 2010-11 to those of 2011-12</p> <p>Benchmark: 10%</p>	<p>In 2010-2011, the percentage of completers for this course with a grade of 70% or better was 63%, and the average final score was 73.5%. In 2011-2012 the percentage of completers for this course with a grade of 70% or better was 92%, and the average final score was 87.3%.</p>
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Use of results:

Continue using the modified schedule for this class.

<p>Record ID: 3780</p> <p>SLO – Upon completion of VCM 150 Typography, students will be able to use professional typographic techniques and treatments as effective elements of graphic design applications.</p>	<p>Average scores from 2010-11 will be compared to average scores from 2011-12 based on the 73% mark.</p>	<p>In Fall 2010, the average final grade among completers was 78.8%. The percentage of completers who earned 73% or more was 60. (The course was not taught in Spring or Summer 2011.) In Fall 2011, final results were overall the best ever: The average final grade among completers was 83%. The percentage of completers who earned 73% or more was 80. Note: attendance was very good compared to previous semesters. Fewer students missed critical classroom presentations and exercises.</p>
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		<p>However, the same attendance policy was in place for Spring 2012 when attendance was not so good. (Taught this out of sequence because too many students did not take it in the Fall.) In Spring, the average final grade among completers was 51.5%. The percentage of completers who earned 73% or higher was 37.5. (Performance for this term may be considered the worst ever.) Cumulative 2011-12: Average score = 71.25%. Percentage of scores above 73% = 61.</p>
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Use of Results:

New variables (textbook, more repetition, stronger exercises, attendance policy) are too numerous to validate any one in particular. The attendance policy, which the instructor believes to have been a significant factor in the improved fall 2011 semester, will no longer be in place. This will be replaced with pop exercises/quizzes that cannot be made up. The new textbook will remain in place. We will rely on the elements of increased repetition and stronger exercises to improve performance in this class.

<p>Record ID: 4338</p> <p>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.</p>	<p>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.)</p>	<p>Of students who completed the course, 80 percent earned final grades of 70 percent or better.</p>
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	Of course, we can't really know if these techniques or the attendance policy, or a combination of both, are/were responsible for better attendance and therefore better performance. Benchmark: 80%	
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Use of Results:

Since the new attendance policy was abandoned (Summer 2012), the described action-plan techniques will be continued in Fall 2012 because they seemed to produce good results in 2010-11.

Unit Number: 107.4.3**Computer Information Systems – AAS**

Expected Result	Assessment Measurement	Assessment Results
Record ID: 3915 PO – Enrollment in the Computer Science program will meet or exceed previous year. (AAS and Certificate)	Enrollment numbers (CIS, CISCO Net, CISCO Tech, INF, GEN) Benchmark 10%	FA10: 45 FA11: 42

Use of Results:

Instructors will: 1) Revise recruitment brochure 2) Contact career-technical counselors at local high-schools to request dates/times to participate in career fairs 3) Contact local organizations seeking opportunities for recruitment activities 4) Attend CVCC orientation classes (ORI105) to discuss career opportunities.

<p>Record ID: 3916</p> <p>PO – The number of students completing the Computer Science program will increase over the previous year. Two Options CISCO Networking and Information Technology. (AAS and Certificate programs)</p>	<p>Graduation numbers</p> <p>Benchmark: 10%</p>	<p>2010-11: 5</p> <p>2011-12: 4</p>
<p>Use of Results:</p> <p>The graduation data for the Cisco Networking and Information Technology Programs indicates a decreased from 2011 to 2012. The decline may due to the current industry trends. This data will be used to determine a strategy for improving graduation rates for the Cisco Networking and Information 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 the Cisco Networking and Information Technology, a 2012-2013 study may need to be performed to determine if this is a viable program for CVCC. The CIS Coordinators will implement more strategies for locating and tracking CIS students to be sure that no delays or problems occur to delay graduation.</p>		
<p>Record ID: 3995</p> <p>PO – CISCO- The student success rate in program core courses will meet or exceed that of the prior review period.</p>	<p>Percent of students performing at or above the average level in CIS268, CIS269, CIS270, and CIS271.</p> <p>Benchmark: 10% increase</p> <p>*Note, course numbering for 161 and 162 changed in 2010-11</p>	<p>CIS268 10-11 - 76%</p> <p>CIS268 11-12 - 58.3%</p> <p>CIS269 10-11 - 100%</p> <p>CIS269 11-12 - 100%</p> <p>CIS270 10-11 - 100%</p> <p>CIS270 11-12 - 100%</p> <p>CIS271 10-11 - 76.5%</p> <p>CIS271 11-12 - Not offered in the 2011-12 year</p>

Use of Results:

1. Instructors will poll students to determine if captured mini-lectures or other additional resources were helpful.
2. Review statistics for each lab assignment to determine if students need more reinforcement.
3. Continue to track student performance in core classes. Establish rules in Blackboard using the "early warning system" to identify students who need additional assistance.
4. Provide on-campus tutoring assistance in computer lab.
5. Add additional captured mini-lectures by content area (programming, software installation, router configuration, etc.)

<p>Record ID: 4197</p> <p>PO – Information Technology- The student success rate in program core courses will meet or exceed that of the prior review period.</p>	<p>Percent of students performing at or above the average level in CIS130, CIS150, CIS191, and CIS193.</p> <p>Benchmark: 10%</p>	<p>CIS130 10-11 - 74.2% CIS130 11-12 - 83.3 %</p> <p>CIS150 10-11 - 46.2% CIS150 11-12 - 53%</p> <p>CIS185 10-11 - 78.7% CIS185 11-12 - 73%</p> <p>CIS191 10-11 - 80% CIS191 11-12 - 71.4 %</p>
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Use of Results:

Students need extra help in CIS150 - Introduction to Computer Logic & Programming. The course has been redesigned for Fall 2012, emphasizing logical thinking, planning and problem-solving instead of focusing heavily on computer language syntax. Students will complete hands-on assignments completing visual diagramming tools such as flowcharts to create a stronger basis for the programming component of the course.

CIS191 - Introduction to Computer Programming Concepts builds on the skills learned in CIS150. In previous years these two courses were taught using different software which may have confused students. For Spring 2013, CIS191 will be taught as a continuation of CIS150 using C++ as the common language for both classes.

Both CIS150 AND CIS191 classes will be supplemented with online lectures covering core skills. Students can watch lectures before class and bring their questions. Class time will be devoted to hands-on activities. The CIS185 class will be using a new book this fall. The new book contains more current real-world cases and other discussion topics/situations to which students will

be able to relate. Additional activities (lectures, review of articles on current events, class discussions) will be added to the class to help strengthen the understanding of the material for the students.

<p>Record ID: 3931</p> <p>SLO – Students will demonstrate the ability to set up and configure a CISCO wireless router with basic wireless network configurations.</p>	<p>On-hands assignment that includes: 1) connection of cables and the routers 2) configuration wireless network</p> <p>Benchmark: 80%</p>	<p>There was a 5.08% decrease in the success rate from 10 to 11.</p>
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Use of Results:

Instructors need to spend more time emphasizing procedures for network configurations. In addition, students need additional practice with network configurations. Instructors will assign additional labs (virtual and in-class) to improve the success rate. A study session/practice time will be set up for students to enter the lab before class.

<p>Record ID: 3932</p> <p>SLO – Students will demonstrate the ability to locate, download, and apply computer operating system patches and updates.</p>	<p>Benchmark: 100% of students will be able to install the operating system and apply patches.</p>	<p>In CIS 276, students installed the Microsoft Server 2008 R2 operating system on virtual machines. 100% of students successfully installed the OS and configured it, including installing updates. 87.5% of students were able to do so on a virtual machine. One student was not able to create a virtual machine, but he successfully installed the server OS nevertheless, in the process overwriting the existing computer image. In CIS 268, students had the opportunity to update live label computers, installing software and OS updates. They also reimaged 4 new computers and the computer mentioned above, which had been turned into</p>
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		a server.
<p>Use of Results:</p> <p>Continue to offer students opportunities to work hands-on. Partner with IT to receive instructions or volunteer with students to perform installations, either on campus or in the community. Look into setting up a student repair shop.</p>		
<p>Record ID: 4309</p> <p>SLO – Students will be able to design and code web pages with hyperlinks and images. Students will format web pages using cascading style sheets.</p>	<p>100% of students in CIS 207 will correctly code a three-page web site containing a navigation structure that allows the user to visit every page. The site should contain images. Pages will be formatted using external style sheets.</p>	<p>Of 14 students originally enrolled in CIS 207, 8 students were able to create a web site, scoring 70 or better. See attached PowerPoint presentation showing the website students created for the final exam. Please note that the other six students did not fail, they withdrew or quit attending.</p>
<p>Use of Results:</p> <p>Focus on retention: establish a channel of communication with students early in the semester so they can be contacted and encouraged to stay in class.</p>		

Certificate Programs

Unit Number: 104.4		
Applied Technology (Certificate and Short Certificate)		
Expected Result	Assessment Measurement	
Record ID: 4064 PO – POs for these certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4062 SLO – SLOs for these certificates match those of the AAS degree.	N/A	N/A
Use of Results: N/A		

Unit Number: 107.4.1 Business and Office Technology (Short Certificate)		
Expected Result	Assessment Measurement	Assessment Results
Record ID: 3988 PO – POs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 3991 SLO – 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: 3778 PO – A fulltime instructor will be hired for the Child Development program.	Results from instructor interviews will be used to determine if a successful candidate is hired.	No instructor has been hired at this time
Use of Results: N/A		

Unit Number: 107.4.3		
Computer Information Systems (2 options) (Short Certificate)		
Expected Result	Assessment Measurement	Assessment Results
Record ID: 4198 PO – POs for these certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 3997 SLO – SLOs for these certificates are embedded in the AAS Degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4200 PO – Short certificate - Simulation and Modeling- The student success rate in program core courses will meet or exceed that of the prior	Percent of students performing at or above average in CIS223	CIS223 10-11 – 100% CIS223 11-12 – N/A

review period.		
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Use of Results:

This course was cancelled in 2011-12 because of lack of enrollment. The program is being evaluated for viability because it closely matches a program in VCM.

Unit Number: 104.2.4		
Criminal Justice (Certificate)		
Expected Result	Assessment Measurement	Assessment Results
Record ID: 4003 PO – POs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4000 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 – (Short Certificate)		
Expected Result	Assessment Measurement	Assessment Results
<p>Record ID: 3657</p> <p>PO – Certificate Short Gen Ed. not required Students successfully completing the EMS-Basic course will advance to the EMS-Advanced course or find employment within the emergency medical services field.</p>	<p>The advisor and instructor will confirm all EMS-Basic courses have been successfully completed and the graduate has registered for the EMS-Advanced course. The advisor will mail graduates a survey for the follow-up in career and education achievements.</p> <p>Benchmark: 30%</p>	<p>53% of students in the Basic course registered for the Advanced course the following term. Additionally, because this was the first time the Advance course was offered, 4 students from previous Basic courses returned to take the Advance course.</p>
<p>Use of Results:</p> <p>The College will continue to repeat the Advanced course after each Basic course. Instructors and advisors will meet with students to offer the progression into the Advanced course.</p>		
<p>Record ID: 3771</p> <p>PO – First time test takes will pass the NREMT.</p>	<p>NREMT</p> <p>Benchmark: 50%</p>	<p>55% of students passed the NREMTB on the first attempt. Additionally, a total of 65% passed the test within 3 attempts.</p>
<p>Use of Results:</p> <p>The EMTB course will continue to be offered and will offer 1 hour voluntary tutoring sessions once a week before classes to enhance learning and increase first time passing test scores.</p>		

Record ID: 3909	Enrollment numbers as reflected in AS400. Benchmark: 10%	Fall 2010 - 3 Fall 2011 - 3
<p>PO – Enrollment in the Emergency Medical Technology Program to increase from the previous year.</p>		

Use of Results:

Many of the students enroll in the Fire Science and Homeland Security program which has an EMS elective. 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: 3910	Number of students graduating from the Emergency Medical Services program. Benchmark: 10%	2010-11: 26 (EMB) 2011-12: 26 (18 EMB, 8 EMA)
<p>PO – The number of students completing the Emergency Medical Services program will increase over the previous year.</p>		

Use of Results:

Students will wear easy to identify uniforms with CVCC logos during clinical assignments to bring awareness to the community. Pictures of students demonstrating skills will be added to the website and uploaded randomly to Facebook.

Record ID: 3654	Exam Benchmark: 85%	82% of students correctly described the correct path of blood through the heart. The most common error was mislabeling the valves of the heart.
<p>SLO – Certificate - Short Basic Gen Ed not required</p> <p>Students will correctly describe the correct path of blood through the</p>		

heart.		
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Use of Results:

The EMS program will purchase a model of the heart that students will use in class to practice identifying the correct path of blood through the heart and identify each valve. Purchase will be made with routine budget funds.

<p>Record ID: 3655</p> <p>SLO – Certificate - Basic Gen Ed not required</p> <p>Students will correctly identify the anatomical parts of the lower airway.</p>	<p>Post-test with a score of 85% or higher.</p> <p>Benchmark: 95%</p>	<p>93% of students successfully identified the anatomical parts of the lower airway on a written exam and scored 85% or higher. There were no common errors. Incorrect answers varied from each student.</p>
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Use of Results:

The information will be presented in the same manner. The diagram for the written exam will be enlarged due to concern from students that some sections of the airway were too small to identify.

Unit Number: 104.2.2		
Fire Science (Short Certificate)		
Expected Result	Assessment Measurement	Assessment Results
Record ID: 4008 PO – POs for this certificate are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4006 PO – 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)		
Expected Result	Assessment Measurement	Assessment Results
Record ID: 4320 PO – POs for these certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4012 SLO – SLO for these certificates match those of the Homeland Security 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: 4019 PO – POs for these certificates are embedded in the AAS degree.	N/A	N/A
Use of Results: N/A		
Record ID: 4018 SLO –SLOs for these certificates 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: 3676 PO – First-time test takers will pass the NCLEX on their first attempt.	NCLEX PN Board Pass Rates Benchmark: 80%	NCLEX PN Board pass rate for first-time test takers for Alabama Board of Nursing Year 2010-2011 was 100%.
<p>Use of Results:</p> <p>These results are utilized to continue to support the action plan as outlined above NCLEX results will continue to be monitored as required by the Alabama Board of Nursing.</p>		
Record ID: 3677 PO – Students will score above the national mean for the computerized comprehensive predictor examination.	ATI Comprehensive Predictor Exam Results - Individual and Group. Benchmark: 85%	10/10 students completed the computerized comprehensive predictor with a predicted probability of passing NCLEX PN on the first attempt of greater than or equal to 90%. 2/10 students required a second attempt, but achieved the benchmark on the second attempt.
<p>Use of Results:</p> <p>Students in the PN program will continue to receive a computerized comprehensive nationally normed exam during the last semester of the program. This comprehensive predictor will be utilized to design a virtual or live customized NCLEX review for each student. Will continue to monitor this program outcome in the 2012-13 academic year.</p>		

<p>Record ID: 3834</p> <p>PO – Graduates returning Licensed Practical Nursing Program Graduate Surveys will report satisfaction.</p>	<p>Graduate survey results</p> <p>Benchmark: 80%</p>	<p>Class of 2010-11 Alumni Survey Results 7/13 (54%) returned survey. 86% of respondents `strongly agree` with `I am pleased with the nursing education I received at CVCC. 14% of respondents `moderately agree`.</p>
<p>Use of Results:</p> <p>This program outcome will be carried over and monitored to 2012-13 and each year thereafter. Assessment results reported in 2012-13 will reflect graduate survey results from the 2011-12 academic year.</p>		
<p>Record ID: 3835</p> <p>PO – Employers will voice satisfaction with CVCC graduates employed with their institutions.</p>	<p>Nursing Program Employer Survey results.</p> <p>Benchmark: 85%</p>	<p>Nursing Program Employer Survey administered on November 3, 2011 reveals that employers are 100% satisfied with CVCC graduate nurses.</p>
<p>Use of Results:</p> <p>This program outcome will be carried over and monitored to 2012-2013 and each year thereafter as required by NLNAC standards.</p>		
<p>Record ID: 4206</p> <p>PO – Graduates will report employment within the field within six months of graduation.</p>	<p>Graduate survey results</p> <p>Benchmark: 90%</p>	<p>2010-2011 Graduate Survey results 7/13 surveys returned - 54% 6 out of 7 surveys returned indicated full-time employment in nursing. 1 not employed in nursing at time of survey.</p>

Use of Results:

This program outcome will be carried over and monitored to 2012-13 and each year thereafter as directed by NLNAC standards.

<p>Record ID: 3674</p> <p>SLO – Students will score a Proficiency Level 2 or above using the ATI computerized nationally normed exams for maternal-newborn and nursing care of children using the ATI exams.</p>	<p>ATI Exam Results</p> <p>Benchmark: 50%</p>	<p>Maternal-Newborn exam administered 4/24/2012 - 1 out of 10 students scored Level 2 proficiency or higher. Nursing Care of Children exam administered 4/24/2012 - 2 out of 10 students scored Level 2 proficiency or higher.</p>
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Use of Results:

Faculty will continue to administer the ATI exams for Maternal-Newborn and Nursing Care of Children. Faculty will increase utilization of ATI resources within the course to include use of skills modules, remediation templates, practice assessments and practice tests. Faculty will offer individual and/or group tutoring as necessary. This SLO will continue to be monitored in academic year 2012-13.

<p>Record ID: 3723</p> <p>SLO – Students enrolled in NUR 103 will demonstrate competency in a systems focused assessment.</p>	<p>Head-to-toe assessment to be completed by each student using rubric provided by instructor.</p> <p>Benchmark: 80%</p>	<p>3/19 students scored less than 80% on the systems focused assessment.</p>
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Use of Results:

Faculty will continue to monitor the competency of performing a systems focused assessment. The systems focused assessment was utilized as a new learning tool for this course. Faculty would like to validate that this tool is effective by continued

monitoring in 2012-13.

<p>Record ID: 4334</p> <p>SLO – Students enrolled in NUR104-PN will be able to perform pharmacological calculations.</p>	<p>Pharmacological calculations math test. 85% of students will score a 90% or greater.</p>	<p>7/19 (37%) students scored above 90% on the pharmacological calculations math test.</p>
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Use of Results:

The nursing faculty needs to re-examine the use of a single math test with one attempt as an assessment of acquisition and knowledge for performing pharmacological calculations. Nursing faculty should consider re-instituting a math test given each semester with 90% accuracy before entering clinical. Currently, pharmacological calculations are incorporated throughout the curriculum and in every exam. Faculty will continue to incorporate pharmacological calculations on every exam, but should also consider a single exam each semester prior to entering clinical beginning in the second semester.

Unit Number: 104.2.5		
Visual Communications (2 options) (Short Certificate)		
Expected Result	Assessment Measurement	Assessment Results
Record ID: 4026 PO – POs for this certificate are embedded within the Visual Communications AAS Degree	N/A	N/A
Use of Results: N/A		
Record ID: 4027 SLO –SLOs for this certificate are embedded within the Visual Communications AAS Degree.	N/A	N/A
Use of Results: N/A		