

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Jones, Madilyn	ACC	AASB#4; TC 2003 GB#2; ASB #2	Apply accounting and economic principles in decision making	70% of students completing the assessment will score a 75% or higher on the chapter 1 - 6 midterm.	Self-graded exam given through canvas.	13	3	11	85%	Goal Met	Continue current plan and update the rubric to make the class slightly more challenging for the students	
Jones, Madilyn	ACC	2003 AASFS#14	Utilization of technology appropriate to the degree or field of study	70% of students completing the assessment will score a 75% or higher on the chapter 1 - 6 midterm.	Self-graded exam given through canvas.	21	2	19	90%	Goal Met	Continue current plan and update the rubric to make the class slightly more challenging for the students	

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Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx	Fall 2024 Institutional Assessment	https://docs.google.com/spreadsheets/d/199VsD0yhYgDbrWxpkDyyLFsdIomGn98ahEQMY04/edit?usp=sharing
Shaffer, Briar	AUTO	1013	TC Auto #5; CP Auto #1; AASAuto#5	Students will express and implement all safety rules and procedures across the full scope of their field.	85% of students will be able to demonstrate proper shop procedures and safety while using the hydraulic vehicle lifts.	Rubric-guided observation	14	0	13	93%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Stepp, Paul	AUTO	1024	TC Auto #3; CP Auto #2; AASAuto #3	Students will service and repair installed systems.	At least 80% of students score 80% on their participation score.	Rubric-guided observation	12	0	11	92%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Stepp, Paul	AUTO	1034	TC Auto #5; AASAuto#5	Students will express and implement all safety rules and procedures across the full scope of their field.	At least 80% of students score 80% on their participation score.	Rubric-guided observation	2	0	2	100%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Stepp, Paul	AUTO	1104	TC Auto #4; CP Auto #3; AASAuto#4	Students will communicate in the proper technical terminology of the industry.	At least 80% of students score 80% on their participation score.	Rubric-guided observation	12	0	12	100%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Stepp, Paul	AUTO	1304	TC Auto #4; CP Auto #3; AASAuto#4	Students will communicate in the proper technical terminology of the industry.	At least 80% of students score 80% on their participation score.	Rubric-guided observation	12	0	12	100%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Stepp, Paul	AUTO	1304	AASMM#1	Be employable in an entry-level boat manufacturing position.	At least 80% of students score 80% on their participation score.	Rubric-guided observation	2	0	2	100%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Shaffer, Briar	AUTO	1304	TC Auto #4; CP Auto #3; AASAuto#4	Students will communicate in the proper technical terminology of the industry.	At least 75% of students will score a 75% or better on tool identification lab sheet.	Rubric-guided lab sheet	10	2	9	90%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Shaffer, Briar	AUTO	1304	AASMM#1	Be employable in an entry-level boat manufacturing position.	At least 77% of the students will be able to successfully diagnose an electrical fault in a vehicles safety system.	Visual Assessment by instructor	3	0	2	67%	Goal Not Met	Continue with the activity to gather more data.		
Stepp, Paul	AUTO	2244	AASAuto #1	Students will adjust and repair consumer and commercial equipment as an entry-level service shop technician	At least 80% of students score 80% on their participation score.	Rubric-guided observation	9	0	8	89%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		
Stepp, Paul	AUTO	2304	TC Auto #2	Students will test and troubleshoot equipment and systems.	At least 80% of students score 80% on their participation score.	Rubric-guided observation	2	0	2	100%	Goal Met	Continue on current plan and update the rubric to a more rigorous standard.		

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Dry, Eddie	BIOL	1004	TC HP#4	AA#1; ASB#5; ASE#5; ASLAS#1; TC Ed#2; ASCJ#5;	Applications of Math and the Natural Sciences appropriate to degree or field of study	80% of students will score 80% or higher on the semester Biodiversity Project that focuses on biological classification.	47	7	37	79%	Goal Not Met	Continue assessment but with an edited rubric allowing a more realistic evaluation of student work
Lau-Kimbriel, Karen	BIOL	1004	ASCJ#5; TC HP#4	AA#1; ASB#5; ASE#5; ASLAS#1;	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of the students completing the DNA Isolation lab will score 70% or higher	24	1	24	100%	Goal Met	Continue assesment, raise goal to 80% of students will score 80% or higher
Dry, Eddie	BIOL	1013	AASFS#11		Applications of Math and Natural Sciences appropriate to the degree or field of study	80% of students will score 85% or higher on the circulatory system exam	17	3	5	29%	Goal Not Met	Will provide practice worksheets, Qahoot! quizzes, and other supplemental assignments for students to complete in the weeks leading up to this exam. The 85% threshold may be unrealistic considering the complexity of the exam topic; will consider reducing the threshold to 75% as that is the lowest passing score allowed by the national accrediting body for the Funeral Science Program.
Rauls, Tenille	BIOL	1024	MC#4; CP MC#4	AASPT#3; TC EMS#2; TC PT#3; TC PN#4; TC	Demonstrate understanding of the anatomy and physiology of body systems	80% of students will score an 80% or higher on skeletal system lab	26	0	23	88%	Goal Met	Continue assessment, raise goal to 85% of students will score an 85% or higher
Rauls, Tenille	BIOL	1024	TC HP#4		Applications of Math and Natural Sciences appropriate to the degree or field of study	70% of students will score an 80% or higher on the muscle contraction lab	26	0	23	88%	Goal Met	Continue assessment; raise goal to 75% of students will score a 75% or higher
Radivojevich, Kristina	BIOL	1024	MC#4; CP MC#4	AASPT#3; TC EMS#2; TC PT#3; TC PN#4; TC	Demonstrate understanding of the anatomy and physiology of body systems	80% of students will score an 80% or higher on the skeletal system histology lab	52	10	45	87%	Goal Met	Continue assessment, raise goal to 80% of students will score an 85% or higher
Radivojevich, Kristina	BIOL	1024	TC HP#4		Applications of Math and Natural Sciences appropriate to the degree or field of study	70% of students will score an 80% or higher on the muscle contraction lab	54	8	49	91%	Goal Met	Continue assessment; raise goal to 70% of students will score a 75% or higher
Roach, Jill	BIOL	2004	AASPT#3; TC PT#3	TC EMS#2; TC PN#4; TC PreNurs#2; TC MC#4; CP MC#4;	Demonstrate understanding of the anatomy and physiology of body systems	80% of students will score an 80% or higher on the language of anatomy lab	50	2	46	92%	Goal Met	Continue with the activity to gather more data to include a school year
Roach, Jill	BIOL	2004	AASRN#7	TC HP#4;	Applications of Math and Natural Sciences appropriate to the degree or field of study	80% of students will score an 80% or higher on the language of anatomy lab	50	2	46	92%	Goal Met	Continue with the activity to gather more data to include a school year

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Roach, Jill	BIOL	2014	TC PreNurs#2; TC PN#4; TC MC#4; CP MC#4; AASPT#3; TC PT#3; TC EMS#2	Demonstrate understanding of the anatomy and physiology of body systems	80% of students will score an 80% or higher on the blood lab	This assessment is evaluated using a rubric	35	0	35	100%	Goal Met	Continue with the activity to gather more data to include a school year
Roach, Jill	BIOL	2014	TC HP#4; AASRN#7	Applications of Math and Natural Sciences appropriate to the degree or field of study	80% of students will score an 80% or higher on the blood lab	This assessment is evaluated using a rubric	35	0	35	100%	Goal Met	Continue with the activity to gather more data to include a school year
Radojeovich, Kristina	BIOL	2104	AASRN#7	Applications of Math and Natural Sciences appropriate to the degree or field of study	80% of students will score an 80% or higher on cell types and cheek cells lab	This assessment is evaluated using a rubric	28	1	22	79%	Goal Not Met	Continue assessment to gather more data & increase instruction on concepts covered in this lab

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Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Bigelow, Brian	BOAT	1003 CP MM #1		Apply basic chemistry of composite materials and reactions in the workplace.	The goal is that 80% of (3 students) will score 85% or higher spaying a mold with 20 mils of gel coat	Visual assessment	3	0	3	100%	Goal Met	Continue Assessment to Gather More Data
Bigelow, Brian	BOAT	1003 AASMM#3; TC MM #3		Demonstrate use of various industry-recognized tools and equipment.	The goal is that 80% of (3 students) will score 85% or higher setting up and tearing down a Gel Coat spray gun.	Visual assessment	3	0	3	100%	Goal Met	Continue Assessment to Gather More Data
Bigelow, Brian	BOAT	1014 CP MM #2; AASMM #4		Demonstrate all safety rules and procedures across the full scope of their field.	The goal is that 80% of (3 students) will score 85% or higher reading a tape measure.	Rubric	3	0	3	100%	Goal Met	Continue Assessment to Gather More Data
Bigelow, Brian	BOAT	1014 TC MM #3		Demonstrate use of various industry-recognized tools and equipment.	The goal is that 80% of (3 students) will score 85% or higher trimming a flange using a cut off saw.	Visual assessment	3	0	3	100%	Goal Met	Continue Assessment to Gather More Data
Bigelow, Brian	BOAT	1014 AASMM#1		Be employable in an entry-level boat manufacturing position.	The goal is that 100% of (3 students) will score 85% or higher cutting wood to length with a skill saw.	Visual assessment	3	0	3	100%	Goal Met	Continue Assessment to Gather More Data
Bigelow, Brian	BOAT	1104 AASMM #2; TC MM#2		Apply basic chemistry of composite materials and reactions in the workplace.	The Goal is that 100% of (1 Student) will score 85% or higher Spraying a flake stripe with no defects.	Visual assessment	1	0	1	100%	Goal Met	Continue Assessment to Gather More Data
Bigelow, Brian	BOAT	CP MM #1; TC MM #2; 1204 AASMM #2		Apply basic chemistry of composite materials and reactions in the workplace.	The goal is that 100% of (one student) will score 85% or higher demonstrating knowledge of different types of resin.	Rubric	1	0	1	100%	Goal Met	Continue Assessment to Gather More Data
Bigelow, Brian	BOAT	2314 AASMM #2		Apply basic chemistry of composite materials and reactions in the workplace.	The goal is for 80% of 2 students will score 80% or higher infusing a glass pannel using the vacuum infusion process	Visual assessment	2	0	2	100%	Goal Met	Continue Assessment to Gather More Data

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Walker, Theresa	BUS	1002	AASB#4	Apply accounting and economic principles in decision making	80% of students will score 80% or higher on completing a budget.	This assessment is evaluated using a rubric	11	0	11	100%	Goal Met	Continue to use this assessment as it is vital to the course.
Walker, Theresa	BUS	1002	AASDD#6	Applications of Math and the Natural Sciences appropriate to degree or field of study	80% of students will score 80% or higher on completing a budget.	This assessment is evaluated using a rubric	11	0	11	100%	Goal Met	Continue to use this assessment as it is vital to the course.
Walker, Theresa	BUS	1013	ASB #3	Students will demonstrate the ability to work effectively in collaborative problem-solving groups	80% of students will score 70% or better in contributing to a group assigned discussion board.	This assessment is evaluate using a rubric.	Not ready for Fall 2025 assessment. Needs to be added to F26.			#VALUE!		Create an assignment to meet this program learning outcome
Walker, Theresa	BUS	AASB#2; TC 1013	GB#1	Apply current, legal, ethical, social, financial, and economic environmental factors as they apply to business.	80% of the students will score 80% or better on the Global Trade assignment.	A paper will be assessed with a rubric.	32	1	32	100%	Goal Met	Change the assessment due to the changes in economic policy with Global Trade.
Ackerman, George	BUS	2023	ASB #1;	Students will apply principles and concepts necessary for effective business practices	80% of students will score 80% or higher on the Term Paper assignment	A rubric will be used.	17	3	14	82%	Goal Met	Continue to use this assessment as it is vital to the course.
Blum, Amanda	BUS	2103	AASB#1	Demonstrate Employability /soft skills	80% or higher on the mock interview assignment	This task will be assessed with a rubric.	3	1	3	100%	Goal Met	Continue due to first iteration and small sample size.
Riley, Brian	BUS	2113	ASB #4	Students will apply critical thinking skills to solve business problems	75% of students will score 80% or higher on determining normal distribution in a business model assessment	From a rubric	4	2	4	100%	Goal Met	Continue assessment, raise goal to 80% of students will score an 80% or higher
Proctor, Brandy	BUS	2213	AASB#1	Demonstrate Employability /soft skills	90% of the students will score at least 80% on their soft skills quiz.	The assessment is evaluated using a combination of manual grading and autograding using the LMS.	20	0	20	100%	Goal Met	I will incorporate higher levels of Bloom's Taxonomy questions.

Proctor, Brandy	BUS	2213 AASCTN#1	Be employable as an entry level computer technician, support engineer, or network administrator	90% of the students will score at least 80% on their mock interview.	This task will be assessed with a rubric.	19	1	19	100%	Goal Met	A more rigorous rubric will be created.
Proctor, Brandy	BUS	2213 AASDD#4	Develop career skills by combining classroom learning with hands-on design applications while preparing a professional portfolio in the field of digital design	90% of the students will score at least 80% on their mock interview.	This task will be assessed with a rubric.	19	1	19	100%	Goal Met	A more rigorous rubric will be created.
Proctor, Brandy	BUS	2213 AASPMD#1	Be employable in an entry-level computer programmer or mobile developer position.	90% of the students will score at least 80% on their mock interview.	This task will be assessed with a rubric.	19	1	19	100%	Goal Met	A more rigorous rubric will be created.
Blum, Amanda	BUS	2513 AASDD#9	Utilization of technology appropriate to degree or field of study	80% of students will score 80% or higher on the marketing campaign task.	This task will be assessed with a rubric.	9	0	7	78%	Goal Not Met	Continue due to first iteration and small sample size.
Sisco, Jessica	BUS	2563 ASB #3	Students will demonstrate the ability to work effectively in collaborative problem-solving groups	70% of students will earn a 70% or higher on the group project.	Scored using a rubric	11	0	10	91%	Goal Met	Good result. Will increase min. score to 75% next semester and reassess.
Sisco, Jessica	BUS	ASLAS#2; AASB#6; AASC#6; AAS 2563 CJ#7;	Composition and Oral Communication	70% of students will earn a 70% or higher on the business letter assessment.	Scored using a rubric	8	3	5	63%	Goal Not Met	Unit was rushed this semester, which is unusual. I will be sure to give more time to discuss this assignment.
Blum, Amanda	BUS	2833 AASB#2	Apply current, legal, ethical, social, financial, and economic environmental factors as they apply to business.	80% of students will score 80% or higher on the quiz on a firm's competitive environment.	Quiz is multiple choice and auto graded with correct answers.	12	2	10	83%	Goal Met	Choose another quiz to measure this PLO to ensure breadth of learning.
Blum, Amanda	BUS	2833 AASC#8	Demonstrate critical thinking, complex problem solving, and collaboration	80% of students will score 80% or higher on the organizational health collaborative simulation task.	This task will be assessed with a rubric.	10	3	5	50%	Goal Not Met	Revise AI prompt, continue with goal, emphasize following directions/reading rubric.
Blum, Amanda	BUS	2833 AASDD#9	Demonstrate proficiency using industry-standard digital design software, technology, and equipment including digital cameras, scanners, photo/video editing, computer illustration, online and time-based media.	80% of students will score 80% or higher on the communication presentation task.	This task will be assessed with a rubric.	7	6	4	57%	Goal Not Met	Continue, this was a small sample size and the reason students did not meet the goal is because they did not follow directions and submit their recorded presentation, not because their slide deck was lacking.
Blum, Amanda	BUS	2833 AASPMD#9	Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	80% of students will score 80% or higher on the organizational health collaborative simulation task.	This task will be assessed with a rubric.	10	3	5	50%	Goal Not Met	Revise AI prompt, continue with goal, emphasize following directions/reading rubric.

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Walker, Theresa	BUS	2861 AASB#1	Demonstrate Employability /soft skills	90% of students will score 80% or better after final 360 evaluation.	This assessment is evaluate using a rubric.	7	1	7	100%	Goal Met	Continue to use this assessment as a 360 evaluation is critical in the workplace.
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McClain, Kristy	CHEM	1014	AA#1; ASLAS#1; ASCJ#5		Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students will score 75% or higher on Chapter 1 - 5 Midterm Exam	self-graded exam through Canvas	16	0	16	100%	Goal Met	Continue with assessment due to small sample size

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Donaldson, Brittnie	CNA	1003	CP CNA #1	Define roles and responsibilities of nursing assistants as they pertain to ethics, communication, diversity, legal responsibilities, and abuse laws	70% of students completing the mid-semester assessment will score 80% or higher demonstrating mastery of NA roles and responsibilities; 100% of students will complete mandated reporter training.	Mid-semester test; mandated reporter certificate	3	0	3	100%	Goal Met	Due to this being an introductory course with the second half of the OLTC curriculum being taught next semester, I will plan on quizzing students on skills and concepts taught during this class, building upon the knowledge they have gained. 100% of students met the goals outlined, so this semester was effective. I do plan to quiz students more frequently next semester to make them well prepared for the state exam.
Donaldson, Brittnie	CNA	1003	CP CNA #2; TC HP#2	Demonstrate safety and infection control precautions that comply with clinical site policy and standards of care	90% of students will demonstrate safety and infection control practices as evidenced by skills-check offs.	Daily participation/skills check-off assignments	3	0	3	100%	Goal Met	Students have now learned all skills necessary for the HDmaster state exam and will continue to practice them and learn new knowledge and concepts as they continue in the 2nd half of the curriculum nextg semester. Students were willing and eager to participate in skills check-off and practice.
Bell, Lenora	CNA	1007	CP CNA #1	Define roles and responsibilities of nursing assistants as they pertain to ethics, communication, diversity, legal responsibilities, and abuse laws	85% of the 11 students will recieve an 80% or better on the final exam at the end of the semester.	Rubric will be used to evaluate this assessment.	11	0	11	100%	Goal Met	Due to goal being met, I will discuss with the students their experience during the last class day on 12/03/2025 and ask for any suggestions on improving quality CNA Clinical Skills and Education during this course. Also, can measured by end of course anonymous surveys.
Bell, Lenora	CNA	1007	CP CNA #2; TC HP#2	Demonstrate safety and infection control precautions that comply with clinical site policy and standards of care	85% of the 11 students will recieve 85% or better for the assessment of handwashing and PPE activities.	This assessment was a visual inspection of the students performing the task correctly completed on 08/28/25.	11	0	11	100%	Goal Met	I will continue to monitor and assess the students as they perform the knowledge and clinical skills for CNA 1007 during this Fall 2025 semester.
Bell, Lenora	CNA	1007	CP CNA #3	Properly perform essential nursing assistant clinical skills	85% of students out of 11 students will recieve a 80% or better on the Clinical Skills checkoffs by demonstrating proper knowledge of essential nursing assistant clinical skills.	Rubric will be used to evaluate this assessment.	11	0	11	100%	Goal Met	Due to goal being met, I will discuss with the students their experience during the last class day on 12/03/2025 and ask for any suggestions on improving quality CNA Clinical Skills and Education during this course. Also, can measured by end of course anonymous surveys.

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Dockins, Wayna	CIS	1003	AASB#3		Demonstrate the use of spreadsheets, reports, letters, presentations, etc. in an effort to apply critical thinking in decision making	The assessment will be autograded using McGraw Hill Connect.	10	2	10	100%	Goal Met	A different activity will be used for assessment to measure breadth of learning
Mudra, Karl	CIS	1023	AASCTN#4; AASC#4; TC IST#2		Demonstrate critical thinking, complex problem solving, and collaboration	This will be conducted using a clearly defined week 13 programming rubric.				#DIV/0!		
Mudra, Karl	CIS	1023	AASPM#3; CP PMD#1;		Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	This will be conducted using a clearly defined week 13 programming rubric.				#DIV/0!		
Mudra, Karl	CIS	1053	GE#4; AGS #4, AA#4; AASMech #11; AASWeld #11; AASMM #9; AASAuto#10; AASPT#8; TC HP#6; AASFS#14; AASRN#10 TC Mach #10; TC MC#7; TC EMS#7		Utilization of technology appropriate to degree or field of study	This will be conducted using a clearly defined Word final project rubric.				#DIV/0!		
Kirksey, Cynthia	CIS	1053	GE#4; AGS #4, AA#4; AASMech #11; AASWeld #11; AASMM #9; AASAuto#10; AASPT#8; TC HP#6; AASFS#14; AASRN#10 TC Mach #10; TC MC#7; TC EMS#7		Utilization of technology appropriate to degree or field of study	This assignment is evaluated based on the Assignment Rubric associated with the Canvas course.	27	5	22	81%	Goal Met	A different activity will be used for assessment to measure breadth of learning

			GE#4; AGS #4, AA#4; AASMech #10; AASWeld #11; AASMM #9; AASAuto#10; AASPT#8; TC HP#6; AASFS#14; AASRN#10 TC Mach #10; TC MC#7; TC	Utilization of technology appropriate to degree or field of study	80% of students will score an 80%+ on Week 7's assignment Project Final	This assignment is evaluated based rubric associated with Canvas LMS						Minor adjustments will be made to criteria weighting or descriptor clarity to improve measurement precision in the next cycle.
Ballard, Jason	CIS	1053	EMS#7				46	5	40	87%	Goal Met	
			GE#4; AGS #4, AA#4; AASMech #11; AASWeld #11; AASMM #9; AASAuto#10; AASPT#8; TC HP#6; AASFS#14; AASRN#10 TC	Utilization of technology appropriate to degree or field of study	80% of students will score an 80%+ on Week 7's assignment Project Final	This assignment is evaluated based on the Assignment Rubric associated with the Canvas class						Students can repeat the simulation until the desired results are achieved. Continue to build a fully connected network with the use of a simulation.
Schwartz, Jessica	CIS	1053	AASRN#10 TC				16	5	14	88%	Goal Met	
				Develop a working knowledge of operating systems, computer hardware and software, mobile devices, security issues, and networking technologies	75% of students will receive a score of 80% or higher creating a LAN.	This assignment is evaluated based on a rubric and graded simulation.						Students can repeat the simulation until the desired results are achieved. Continue to build a fully connected network with the use of a simulation.
Dennis, Shawn	CIS	1103	AASCTN#2				7	1	6	86%	Goal Met	
				Implement data confidentiality, integrity, availability, and security controls on networks, servers, and applications	75% of students will receive a score of 80% or higher creating a LAN.	This assignment is evaluated based on a rubric and graded simulation.						Students can repeat the simulation until the desired results are achieved. Continue to build a fully connected network with the use of a simulation.
Dennis, Shawn	CIS	1103	AASC#2				7	1	6	86%	Goal Met	
				Demonstrate critical thinking, complex problem solving, and collaboration	70% of students will receive a score of 80% or higher building a switch and router network.	Cisco Packet Tracer Capstone ("Skills Integration Challenge") from ITN/SRWE, evaluated on configuration accuracy, addressing correctness, network functionality, and end-to-end communication.						The Capstone Packet Tracer assessment will be examined to confirm that its tasks accurately measure the full range of course learning outcomes. Adjust scenario difficulty or task emphasis as needed to maintain strong alignment with CCNA expectations.
Ballard, Jason	CIS	1106	AASCTN#4; AASC#4; CP CN#2				4	1	3	75%	Goal Met	
				Develop a working knowledge of operating systems, computer hardware and software, mobile devices, security issues, and networking technologies	80% of students will receive a score of 80% or higher installing Linux in a virtual machine.	This assignment is evaluated based rubric associated with the Cisco content and Canvas LMS						Once a larger sample is available, the exam's coverage and difficulty will be evaluated for consistency in measuring program competencies.
Ballard, Jason	CIS	1113	AASCTN#2; TC IST#1; CP A+CT#2				6	4	5	83%	Goal Met	
				Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	80% of students will receive a score of 80% or higher installing Linux in a virtual machine.	This assignment is evaluated based rubric associated with the Cisco content and Canvas LMS						Once a larger sample is available, the exam's coverage and difficulty will be evaluated for consistency in measuring program competencies.
Ballard, Jason	CIS	1113	AASPMD#3;				6	4	5	83%	Goal Met	
				Demonstrate an understanding of application architecting, interface design theories, visual constructs and responsive frameworks	80% of students will score an 80%+ on Week 16s Final Submission	This assignment is evaluated based on the Assignment Rubric associated with the Canvas class						While the desired assessment results were met, this course section will be using a new course product for Spring 2026 so the assessment will be modified to match the new product
Schwartz, Jessica	CIS	1133	AASPMD#5; CP PMD#2				4	0	4	100%	Goal Met	
				Utilization of technology appropriate to degree or field of study	80% of students will score an 80%+ on Week 16s Final Submission	This assignment is evaluated based rubric associated with the Cisco content and Canvas LMS						Even with excellent results, course quality can be strengthened by: Incorporating more real-world applied tasks (file management, cloud tools, collaboration platforms).2
Ballard, Jason	CIS	1203	MC#7				12	0	12	100%	Goal Met	

Mudra, Karl	CIS	1513 AASC#4	Demonstrate critical thinking, complex problem solving, and collaboration	80% of students will score 80% or higher on the final programming project to reflect their grasp of the course objectives.	This will be conducted using the final project expectations and scoring matrix.	7	0	7	100%	Goal Met	
Mudra, Karl	CIS	1513 AASPMD#4	Demonstrate sufficient understanding of various industry-recognized computer programming, object oriented, and scripting languages	80% of students will score 80% or higher on the final programming project to reflect their grasp of the course objectives.	This will be conducted using the final project expectations and scoring matrix.	7	0	7	100%	Goal Met	
Mudra, Karl	CIS	1513 CP PMD#1	Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	80% of students will score 80% or higher on the final programming project to reflect their grasp of the course objectives.	This will be conducted using the final project expectations and scoring matrix.	7	0	7	100%	Goal Met	
Hustead, Dane	CIS	AASDD#2; CP 1703 GD#1	Demonstrate foundational design and communication skills including color theory, topography, compositional layout, information organization, creative thinking, and problem solving.	In Module 5 - 70% of students will get an 80% or higher on the Vector Illustration assignment	This assignment is evaluated based on the Assignment Rubric associated with the Canvas class	6	2	6	100%	Goal Met	This is relatively fair/easy assignment to assess skill level given the nature of the class, and being the 5th week of the semester. Creativity and effort are allowed on an open ended straight forward task. I think I should continue to use this assignment as a baseline for student success.
Hustead, Dane	CIS	AASDD#3; CP 1803 GD#2	Demonstrate proficiency using industry-standard digital design software, technology, and equipment including digital cameras, scanners, photo/video editing, computer illustration, online and time-based media.	80% of students will score an 80%+ on Week 8's assignment Portrait Project Final	This assignment is evaluated based on the Assignment Rubric associated with the Canvas class	7	2	7	100%	Goal Met	This is the end result of a 3 week process. I can see how students work on a specific work flow to improve their work. Its iterative and a good test of creativity and effort. I think I should continue to use this assignment as a baseline for student success.
Hustead, Dane	CIS	AASDD#2; CP 2003 GD#1	Demonstrate foundational design and communication skills including color theory, topography, compositional layout, information organization, creative thinking, and problem solving.	In Module 8 - 70% of students will get an 80% or higher on the Event Flyer assignment	This assignment is evaluated based on the Assignment Rubric associated with the Canvas class	3	3	2	67%	Goal Not Met	Just barely didn't make goal. Will continue to use this assignment to gauge student success
Hustead, Dane	CIS	AASDD#3; CP 2313 GD#2	Demonstrate proficiency using industry-standard digital design software, technology, and equipment including digital cameras, scanners, photo/video editing, computer illustration, online and time-based media.	80% of students will score an 80%+ on Week 10 + 11's assignment Trifold Brochure Final Submission	This assignment is evaluated based on the Assignment Rubric associated with the Canvas class	1	1	1	100%	Goal Met	not enough students to assess; continue with assessment to collect more data
Mudra, Karl	CIS	AASPMD#5; CP PMD#2 2453	Demonstrate an understanding of application architecting, interface design theories, visual constructs and responsive frameworks	80% of students will score 80% or higher on the final course project during week 15 to reflect their grasp of the course objectives.	This will be conducted using the final project rubric	4	1	3	75%	Goal Not Met	Need to assess how to help students who don't want to turn in assignments because they calculated a C grade is comfortable.
Mudra, Karl	CIS	2463 AASC#2	Implement data confidentiality, integrity, availability, and security controls on networks, servers, and applications	80% of students will score 80% or higher on the final course project during week 15 to reflect their grasp of the course objectives.	This will be conducted using the final project rubric	4	0	4	100%	Goal Met	
Mudra, Karl	CIS	2463 AASPMD#3	Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	80% of students will score 80% or higher on the final course project during week 15 to reflect their grasp of the course objectives.	This will be conducted using the final project rubric	3	1	2	67%	Goal Not Met	Need to identify an better method to get students to complete withdrawal forms if they are not responsive after Early Alert is utilized.
Mudra, Karl	CIS	2463 TC IST#1	Develop a working knowledge of operating systems, computer hardware and software, mobile devices, security issues, and networking technologies.	80% of students will score 80% or higher on the final course project during week 15 to reflect their grasp of the course objectives.	This will be conducted using the final project rubric	3	1	2	67%	Goal Not Met	Need to identify an better method to get students to complete withdrawal forms if they are not responsive after Early Alert is utilized.assignamens and are AWOL.

Kirksey, Cynthia	CIS	2503	ASB #8; AASB#8; AASCJ#9; ASDD#9; AASPM#9;	Utilization of technology appropriate to degree or field of study	80% of students will score an 80% or higher on a software unit project measuring proficiency on the use of the specific software functions.	This assignment is evaluated based on the assignment rubric associated with the SAM activity as described in the Canvas course.	19	3	16	84%	Goal Met	While the desired assessment results were met, this course semester will be using a new course product for Spring 2026 so the assessment will be modified to match the new product
Kirksey, Cynthia	CIS	2503	AASCTN#2; TC IST#1;	Develop a working knowledge of operating systems, computer hardware and software, mobile devices, security issues, and networking technologies.	80% of students will score an 80% or higher on a software unit project measuring proficiency on the use of the specific software functions.	This assignment is evaluated based on the assignment rubric associated with the SAM activity as described in the Canvas course.	17	3	14	82%	Goal Met	While the desired assessment results were met, this course section will be using a new course product for Spring 2026 so the assessment will be modified to match the new product
Schwartz, Jessica	CIS	2553	AASPM#3	Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	80% of students will score an 80%+ on Week 16s Final Submission	This assignment is evaluated based on the Assignment Rubric associated with the Canvas class	3	0	3	100%	Goal Met	While the desired assessment results were met, this course section will be using a new course product for Spring 2026 so the assessment will be modified to match the new product
Birman, Lisa	CIS	2623	AASDD#1	Develop an understanding of graphic, web, and digital design principles as they pertain to online and printed visual communications	66% of students will score 80% or higher on the hands-on activities in HTML	Students will be evaluated on their ability to complete the activities using a rubric	3	0	3	100%	Goal Met	Continue collecting data due to small sample size
Mudra, Karl	CIS	2723	AASCTN#4; AASC#4; TC IST#2	Demonstrate critical thinking, complex problem solving, and collaboration	80% of students will score 80% or higher on the final course project during week 15 to reflect their grasp of the course objectives.	This will be conducted using the final project rubric	13	3	10	77%	Goal Not Met	Need to identify an better method to get students to complete withdrawal forms if they are not responsive after Early Alert is utilized.
Mudra, Karl	CIS	2723	AASPM#3	Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	80% of students will score 80% or higher on the final course project during week 15 to reflect their grasp of the course objectives.	This will be conducted using the final project rubric	13	3	10	77%	Goal Not Met	Need to identify an better method to get students to complete withdrawal forms if they are not responsive after Early Alert is utilized.
Mudra, Karl	CIS	2913	AASC#3	Develop security principles and policies that comply with cybersecurity laws	80% of students will score 80% or higher on the final course project during week 15 to reflect their grasp of the course objectives.	This will be conducted using the final project rubric	2	0	2	100%	Goal Met	

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<p>Example: Shurley, Robert</p> <p>70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds</p> <p>This assessment is evaluated using a rubric</p> <p>15</p> <p>2</p> <p>5</p> <p>33%</p> <p>Goal Not Met</p> <p>Examples of Continuous Improvement.docx</p>												
J. Sisco	COMM	1203	AA#2; ASB#6; ASE#6; ASLAS#2; AASB#6; AASMech #9; AASWeld #9; AAS MM #7; AASAuto#8; AAS CJ#7; AASFS#12;	Composition and Oral Communication	75% of students score 75% or higher on the persuasive speech.	A common rubric	116	19	92	79%	Goal Met	Continue to emphasize how to properly cite sources (emphasis started this semester and it has improved results)

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Bentley, Tim	CRJ	1023	ASCJ#1; AASCJ#1; CP CJ#1	Students will develop a knowledge of the criminal justice system.	70% of students completing the assessment will score 70% or higher on the comprehensive final exam.	The final exam is online and self grading.	19	4	19	100%	Goal Met	I will adjust the objectives to 70% of students will score a 80% or higher.
Bentley, Tim	CRJ	1023	ASCJ#3	Students will develop an understanding of various approaches to addressing crime.	70% of students completing the assessment will score 70% or higher on the Chapter 2 Quiz.	Chapter 2 Quiz is online and self grading.	22	1	22	100%	Goal Met	I will adjust the objectives to 70% of students will score a 80% or higher.
Bentley, Tim	CRJ	1053	ASCJ#2; AASCJ#2	Students will demonstrate knowledge of theories associated with the causes of crime.	70% of students completing the assessment will score 70% or higher on the questions related to this PLO on Test #1.	Test #1 is online and self grading.	18	0	16	89%	Goal Met	I will adjust the objectives to 70% of students will score a 80% or higher.
Bentley, Tim	CRJ	1223	AASCJ#3; CP CJ#3	(Students will) Develop an understanding of various approaches to addressing crime	70% of students completing the assessment will score 70% or higher on the questions related to this PLO on Test # 3.	Test #3 is online and self grading.	6	0	6	100%	Goal Met	I will create a more rigorous assessment for this PLO for the Fall 2026 semester.
Bentley, Tim	CRJ	2023	AASCJ#3	Develop an understanding of various approaches to addressing crime	70% of students completing the assessment will score 70% or higher on the questions related to this PLO on Test #1.	Test #1 is online and self grading.	13	0	13	100%	Goal Met	I will adjust the objectives to 70% of students will score a 80% or higher.
Bentley, Tim	CRJ	2253	AASCJ#5	Demonstrate a basic understanding of how to develop and collect latent fingerprints and process other physical evidence	80% of students completing the assessment will score 80% or higher on the hands-on crime scene processing scenario.	A rubric will be used for this assessment.	7	0	7	100%	Goal Met	I will create a more rigorous assessment for this PLO for the Fall 2026 semester.
Bentley, Tim	CRJ	2253	CP CJ#2	Students will demonstrate knowledge of theories associated with the causes of crime.	70% of students completing the assessment will score 70% or higher on the questions related to this PLO on Test #3.	Test #3 is online and self grading.	15	1	15		Goal Met	I will adjust the objectives to 70% of students will score a 80% or higher.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shruley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Mosotto, Frank	CTD	1007 CP CTD#1		Students will effectively communicate on topics related to commercial truck driving.	90% of students will score 80% or above during Pre-Trip Checks.	Rubric	5	0	5	100%	Goal Met	Continue with activity to gather more data.
Mosotto, Frank	CTD	1007 CP CTD#2		Students will demonstrate a safe working environment.	90% of students will score 80% or above during Off-Set Backing assignments.	Visual Assessment	5	0	5	100%	Goal Met	Continue with activity to gather more data.
Mosotto, Frank	CTD	1007 CP CTD#3		Students will be eligible to sit for the Commercial Driver Licensure test in the State of Arkansas.	90% of students will score 80% or above on the Final Skills Examination.	Rubric	5	0	5	100%	Goal Met	Continue with activity to gather more data.
Henderson, Timothy	CTD	1007 CP CTD#1		Students will effectively communicate on topics related to commercial truck driving.	90% of students will score 80% or above during Pre-Trip Checks.	Rubric	4	0	4	100%	Goal Met	Continue with activity to gather more data.
Henderson, Timothy	CTD	1007 CP CTD#2		Students will demonstrate a safe working environment.	90% of students will score 80% or above during Off-Set Backing assignments.	Visual Assessment	4	0	4	100%	Goal Met	Continue with activity to gather more data.
Henderson, Timothy	CTD	1007 CP CTD#3		Students will be eligible to sit for the Commercial Driver Licensure test in the State of Arkansas.	90% of students will score 80% or above on the Final Skills Examination.	Rubric	4	0	4	100%	Goal Met	Continue with activity to gather more data.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse background	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Knox, Laura	EDU	2033 ASE#1		Appropriately demonstrate and apply an understanding of the constructivist perspective that teachers are life-long learners, reflective practitioners themselves, and scholar researchers.	75% of the students completing the assessment will receive 75% or higher on the quiz over effective teaching.	This assessment is evaluated using a rubric.	13	2	6	46%	Goal Not Met	I followed up with an open response assignment, instead of multiple choice quiz. 8 students recieved 75% or higher. On both the quiz and the open response, the majority of the students scored a 70% or higher. I will lower the percentage to 70%.
Knox, Laura	EDU	2033 ASE#3		Observe various instructional methods in settings through clinical field experiences in public schools in the area.	85% of the students completing the assessment will receive 85% or higher on their instructional methods reflection during their clinical time in field log 4.	This assessment is evaluated using a rubric.	16	0	14	88%	Goal Met	I will design a more rigorous rubric.
Knox, Laura	EDU	2043 ASE#4		Develop an awareness for the critical discussion of the challenges of the profession and relationship between school and society.	85% of the students completing the assessment will receive 85% or higher on the history of Special Education and how society over time has treated Exceptional people.	This assessment is evaluated using a rubric	8	0	6	75%	Goal Not Met	All 8 students received an 80% or higher. I will decrease the percentage to 80%.
Knox, Laura	EDU	ASE#2; TC 2113 Ed#1		Display the attributes of effective teachers with the knowledge, skills, and dispositions to engage with students with meaningful and authentic instruction in 21st century classrooms.	85 % of students will earn 85 % or higher on designing an interactive lesson, using the Smartboard, tied to specific core subject objective for a specific grade K-8.	This assessment is evaluated using a rubric	10	1	8	80%	Goal Not Met	I am going to continue with the assignment. I am going to work on the rubric.
Knox, Laura	EDU	2803 TC Ed#1		Display the attributes of effective teachers with the knowledge, skills, and dispositions to engage with students with meaningful and authentic instruction in 21st century classrooms.	75% of the students completing the assessment will receive 75% or higher on recording themselves teaching a 10-15 minute mini lesson using technology integration.	This assessment is evaluated using a rubric	17	3	14	82%	Goal Met	I am going to change the rubric for this assignment. I am going to add a couple of more components. I am concerned about 3 not attempting this final.
Knox, Laura	EDU	2803 ASE #8		Utilization of technology appropriate to degree or field of study	At least 80% of students will be able to design a graphic organizer using a graphic organizer program such as MindMeister, Canva, etc, aligned to a specific Arkansas State Standard for a designated grade level and subject area.	This assessment is evaluated using a rubric.	20	0	19	95%	goal was met	I will select a more rigorous assignment to further the student's learning

Instructor Name (Last Name, First Name)	Course Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Example: Shurley, Robert												
Cullipher, David	ECON	2313	AA#3; AGS #3; ASLAS#3; AASB#7; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9; AASFS#13	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of the students will receive a 75% or higher on the writing assignment on diverse perspectives. The assessment is evaluated using a rubric.	The assessment is evaluated using a rubric.	70	15	70	100%	Goal Met	Future assessments will require 80% of students to receive 80% or higher on the assignment.
Cullipher, David	ECON	2313	ASB #2	Students will apply accounting and economic principles in decision-making	70% of the students will receive a 75% or higher on the writing assignment on economic principles in decision making. The assessment is evaluated using a rubric.	The assessment is a quiz.	84	1	80	95%	Goal Met	Future assessments will require 80% of students to receive 80% or higher on the assignment.
Cullipher, David	ECON	2323	AA#3; ASLAS#3; AASFS#13	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of the students will receive a 75% or higher on the assignment on diverse perspectives. The assessment is evaluated using a rubric.	The assessment is evaluated using a rubric.	20	5	20	100%	Goal Met	Future assessments will require 80% of students to receive 80% or higher on the assignment.
Cullipher, David	ECON	2323	ASB #2	Students will apply accounting and economic principles in decision-making	70% of the students will receive a 75% or higher on the assignment on economic principles in decision making. The assessment is evaluated using a rubric.	The assessment is a quiz.	25	0	24	96%	Goal Met	Future assessments will require 80% of students to receive 80% or higher on the assignment.

Coordinator	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	
					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx	
Example: Shurley, Robert													
Thomas, Michael	ENG	1003		Composition and Oral Communication	GE#2; AGS #2; AA #1; ASB#6; ASE#6; ASLAS#2; ASCJ#6; AASB #6; AASCTN#6; AASCJ#7; AASC#6; AASDD#7; AASPM#7; AASMech #9; AASWeld #9; AASMM #7; AASAuto#8; AASPT#6; AASRN#8; AASFS#12; TC HP#5; TC Mach #9; TC MC#6; TC EMS#5	80% of the students will receive an evaluation of 80% or higher on the Common Composition Paragraph Assignment.	The assignment is evaluated by individual instructors using a common rubric.	256	15	216	84%	Goal Met	Meet with the English Department. We have met our objective for five years running. It may be time to adjust our assessment projects.
Thomas, Michael	ENG	1013		Composition and Oral Communication	GE#2; AGS #2; AA #1; ASB#6; ASE#6; ASLAS#2; ASCJ#6; AASB#6; AASCTN#6; AASCJ#7; AASC#6; AASD#7; AASMech #9; AASWeld #9; AASMM #7; AASAuto#8; AASPT#6; AASRN#8; AASFS#12; TC HP#5; TC EMS#5	80% of the students will receive an evaluation of 80% or higher on the Common Composition Paragraph Assignment.	The assignment is evaluated by individual instructors using a common rubric	93	4	76	82%	Goal Met	Meet with the English Department. We have met our objective for five years running. It may be time to adjust our assessment projects.
Baird, B.	ENG	2003		Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	AA#3; ASB#7; ASE#7; ASLAS#3; ASCJ#7	75% of the students will receive a 75% or higher on the shared writing assignment on diverse perspectives. The assessment is evaluated using a rubric.	The assessment is evaluated by individual instructors using a common rubric.	72	2	66	92%	Goal Met	Our students continue to see the multiple perspectives of cultures they encounter in literature readings. We might increase our percentage incrementally.
Baird, B.	ENG	2013		Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	AA#3; ASB#7; ASE#7; ASLAS#3; ASCJ#7	75% of the students will receive a 75% or higher on the shared writing assignment on diverse perspectives. The assessment is evaluated using a rubric.	The assessment is evaluated by individual instructors using a common rubric.	72	2	66	92%	Goal Met	Our students continue to see the multiple perspectives of cultures they encounter in literature readings. We might increase our percentage incrementally.
Hammock, A.						75% of students will receive 80% or higher on the shared writing assignment on social media. The assessment is evaluated using a common rubric.	The assessment is evaluated by individual instructors using a common rubric.	22	1	17			

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Buel, Matt	FUS	1143 AASFS#3; TC FD #3		2.1.3 Interpret how federal, state, and local laws apply to funeral service in order to ensure compliance.	90% of students will score 80% or higher on the unit 2 exam. This covers the uniform commercial code and consumer protections built into funeral service	This in-class exam is administered in Canvas and can be analyzed using the LMS's built-in tools.	8	0	1	13%	Goal Not Met	Development has already begun for new study materials. Utilize these next rotation and keep this goal to re-evaluate.
Buel, Matt	FUS	2013 AASFS #5		2.1.5 Demonstrate technical skills in embalming and restorative art that are necessary for the preparation and handling of human remains.	Scores of 80% or higher for 80% or more of students on skills testing portion of training camp.	Score in Canvas for the exercise. A rubric is used and tallied during the week of Fall break.	8	0	8	100%	Goal Met	Expand activities at Training Camp, but maintain the same measurement criteria.
Buel, Matt	FUS	2113 AASFS #4		2.1.4 Apply principles of public health and safety in the handling and preparation of human remains.	80 % of Students will achieve scores of 80% or higher via the simulated case analyses required in the 10 units of this course.	The exercise is graded via a rubric. Each case consists of 4 criteria, the fourth of which addresses this plo.	8	0	7	88%	Goal Met	Because several students were just above the cutoff and this is a crucial safety element, I intend to repeat this evaluation and aim for higher scores.
Buel, Matt	FUS	2124 AASFS #5		2.1.5 Demonstrate technical skills in embalming and restorative art that are necessary for the preparation and handling of human remains.	Scores of 80% or higher for 80% or more of students on skills testing portion of training camp.	Score in Blackboard for the exercise. A rubric is used and tallied during the week of Fall break.	8	0	8	100%	Goal Met	Expand activities at Training Camp, but maintain the same measurement criteria.
Hicks, Jeffrey	FUS	2171 AASFS #5		2.1.5 Demonstrate technical skills in embalming and restorative art that are necessary for the preparation and handling of human remains.	Scores of 80% or higher for 80% or more of students on embalming skills testing	Preceptor evaluations	8	0	8	100%	Goal Met	Continue to strengthen relationships with preceptors; expand opportunities with the Syndaver on campus .

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx	
Self, Jason	GEOG	1103	AASFS#13	GE#3; AGS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9;	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	Students will complete a travel brochure containing information about their travel destination chosen at the beginning of the semester. Students must include terms and maps of destination and apply lessons learned from geography. 70% of students will score 70% or higher on the assessment	Will be assessed using a rubric containing all of the noted points from the semester	24	0	19	79%	Goal Met	To ensure that all students read the directions properly and to use periodic checks on their work

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert												
					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Williams, Michael	GEOL	1104	AA#1; ASLAS#1; ASCJ#5; ASE #5	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students completing the Final Exam and Fieldwork Project (Lab Final) will score a 70% or higher.	The Final Exam and Fieldwork Project will be evaluated using a rubric	6	1	6	100%	Goal Met	I need to reevaluate my objectives and set the requirements higher.
Clanton, Jessica	GEOL	1104	AA#1; ASLAS#1; ASCJ#5; ASE #5	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students completing the Final Exam will score a 70% or higher.	The assessment is evaluated using a combination of manual grading and autograding using the LMS.	9	1	7	78%	Goal Met	I will create an improved and more rigorous assignment to further the student's learning.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Mulloy, Clement	HIST	1013		GE#3; AGS #3; AA#3; ASB#7; ASB#7; ASE#7; ASLAS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9; AASFS#13	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of the students will score 70% or higher on the diverse cultures map quiz	35	2	29	83%	Goal Met	Will stress the material in chapter quizzes
Mulloy, Clement	HIST	1023		GE#3; AGS #3; AA#3; ASB#7; ASE#7; ASLAS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9; AASFS#13	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of the students will score 70% or higher on the diverse cultures map quiz	32	2	31	97%	Goal Met	Goal will be revised to 80% of students will score 70% or higher
Mulloy, Clement	HIST	2203		GE#3; AA#3; AGS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9; AASFS#13	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of the students will score 70% or higher on the diverse cultures map quiz	3	0	3	100%	Goal Met	too few attempted the assessment, so no definitive conclusions can be made; continue with the assessment to gather more data
Anderson, Terri	HIST	2763		GE#3; AA#3; ASB#7; ASE#7; ASCJ#7; AASCJ#8; AGS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9; AASFS#13	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80% of students will receive a grade of 85% or higher with improved facts of historical knowledge.	15		15	100%	Goal Met	80% attempted the assessment; conclusion was that 80% goal was a good one. Will continue with the assessment using an improved one.
Anderson, Terri	HIST	2763		ASLAS#5	Application of critical thinking and problem-solving skills within various disciplines.	80% of students will receive a grade of 85% or higher with improved facts of historical knowledge.	19		19	100%	Goal Met	80% attempted the assessment; conclusion was that 80% goal was a good one. Will continue with the assessment using an improved one.

Anderson, Terri	HIST	2773	<p>GE#3; AA#3; ASB #7; ASE#7; ASCJ#7; AASCJ#8; AGS#3; AASCTN#7; AASDD#8; AASPMd#8; AASMe ch #10; AASWeld #10; AASMM #8; AASAuto#9; AASFS#13</p> <p>Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences</p>	80% of students will receive a grade of 85% or higher with improved facts of historical knowledge.	The quizzes will be evaluated using a rubric.	12	0	12	100%	Goal Met	80% attempted the assessment; conclusion was that 80% goal was a good one. Will continue with the assessment using an improved one.
Anderson, Terri	HIST	2773	<p>ASLAS#5</p> <p>Application of critical thinking and problem-solving skills within various disciplines.</p>	80% of students will receive a grade of 85% or higher with improved facts of historical knowledge.	The quizzes will be evaluated using a rubric.	11	0	11	100%	Goal Met	80% attempted the assessment; conclusion was that 80% goal was a good one. Will continue with the assessment using an improved one.
Mulloy, Clement	HIST	2883	<p>GE#3; AGS#3; AASCTN#7; AASDD#8; AASPMd#8; AASMe ch #10; AASWeld #10; AASMM #8; AASAuto#9; AASFS#13</p> <p>Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences</p>	70% of the students will score 70% or higher on the diverse cultures map quiz	The quizzes will be evaluated using a rubric.	11	3	8	73%	Goal Met	Continue to provide homework assignments related to the quiz

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse background	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx Although the program's goal was met for this assessment cycle, continuous improvement efforts will remain in place to strengthen student performance and long-term competency. In the upcoming instructional cycle, the course will incorporate more structured formative assessments, including weekly quizzes, targeted skill checkoffs, and expanded scenario-based drills to identify learning gaps earlier. High-fidelity simulation time will be increased to improve patient assessment, field impression formulation, and treatment decision-making. Students who fall below benchmark levels on written or psychomotor evaluations will participate in focused remediation sessions with faculty guidance. Exam items will undergo routine analysis to ensure quality, alignment with NREMT expectations, and appropriate cognitive level. Additionally, faculty calibration will be reinforced to standardize evaluation across instructors and promote consistent scoring during skills testing. These actions aim to support sustained student success,
Moore, David	EMT	1009 TC EMS#1; CP			Demonstrate integrated pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the trauma, medical, neonatal, pediatric, geriatric, diverse, and chronically ill patients and patients with common complaints.	Students will achieve at least 70% competency in demonstrating accurate patient assessment, field impression formulation, and appropriate treatment planning across simulated patient scenarios	8	3	8	100%	Goal Met	

Moore, David	EMT	TC EMS#1; CP 1014 EMT#1	Demonstrate integrated pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the trauma, medical, neonatal, pediatric, geriatric, diverse, and chronically ill patients and patients with common complaints.	Students will achieve at least 70% competency in demonstrating accurate patient assessment, field impression formulation, and appropriate treatment planning across simulated patient scenarios	<p>Students will be assessed through a combination of simulation-based patient encounters and scenario-based written exam questions. During simulation, instructors directly observe whether students complete required assessment steps, state an accurate field impression, and implement appropriate treatment decisions, with competency defined as successful performance of at least 70% critical actions. On written exams, students must analyze patient presentations, apply pathophysiological concepts, and choose correct</p>	#DIV/0!	<p>Although the program's goal was met for this assessment cycle, continuous improvement efforts will remain in place to strengthen student performance and long-term competency. In the upcoming instructional cycle, the course will incorporate more structured formative assessments, including weekly quizzes, targeted skill checkoffs, and expanded scenario-based drills to identify learning gaps earlier. High-fidelity simulation time will be increased to improve patient assessment, field impression formulation, and treatment decision-making. Students who fall below benchmark levels on written or psychomotor evaluations will participate in focused remediation sessions with faculty guidance. Exam items will undergo routine analysis to ensure quality, alignment with NREMT expectations, and appropriate cognitive level. Additionally, faculty calibration will be reinforced to standardize evaluation across instructors and promote consistent scoring during skills testing. These actions aim to support sustained student success,</p>
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Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Percentage and describe the assessment is evaluated using	How you will assess your students	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert							15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Shannon, Ellison	HSA	1013	CP HP#2; TC HP#2	Demonstrate basic understanding of the anatomy and physiology of body systems								
Tetrick, Brenda	HSA	2013	CP HP#1; TC HP #1	Demonstrate knowledge of the healthcare delivery system and terminology	70% of students will score 76% or higher for their final grade.	Students will complete a Final Exam at the end of the course and overall grades will be calculated	16	5	16	100%	Goal Met	Will continue current curriculum and evaluation
Tetrick, Brenda	HSA	2013	TC MC#3; CP MC#3; AASPT#4; TC PT#4; TC EMS#3	Demonstrate appropriate use of medical terminology	70% of students will score 76% or higher for their final grade.	Students will complete a Final Exam at the end of the course and overall grades will be calculated	10	0	5	50%	Goal Not Met	Will implement more resources for learning
Shannon, Ellison	HSA	2013	CP HP#1; TC HP #1	Demonstrate knowledge of the healthcare delivery system and terminology	80% of students will score 76% or higher for their final grade	Students will complete a final exam at the end of the course and overall grades will be calculated	26	0	26		Goal Met	Will continue current curriculum and evaluation
Shannon, Ellison	HSA	2013	TC MC#3; CP MC#3; AASPT#4; TC PT#4; TC EMS#3	Demonstrate appropriate use of medical terminology	80% of students will score 76% or higher for their final grade	Students will complete a final exam at the end of the course and overall grades will be calculated	26	0	26		Goal Met	Will continue current curriculum and evaluation
Rauls, Tenille	HSA	2013	CP HP#1; TC HP #1	Demonstrate knowledge of the healthcare delivery system and terminology	80% of students will score 76% or higher for their final grade	Students will complete a final exam at the end of the course and overall grades will be calculated	7	0	7		Goal Not Met	Will continue current curriculum and evaluation
Rauls, Tenille	HSA	2013	TC MC#3; CP MC#3; AASPT#4; TC PT#4; TC EMS#3	Demonstrate appropriate use of medical terminology	80% of students will score 76% or higher for their final grade	Students will complete a final exam at the end of the course and overall grades will be calculated	7	0	7		Goal Not Met	Will continue current curriculum and evaluation

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Caldwell, Janet	LPN	2503	TC PN#1		Demonstrate quality, evidence-based, patient centered nursing care to diverse populations across the lifespan.	Pediatric Drug Math Quiz	13	0	13	100%	Goal Met	Continue and strengthen the integration of clinical decision-making and cultural competence concepts across theory and clinical settings with improving understanding of drug calculations
Caldwell, Janet	LPN	2512	TC PN#3		Summarize the role of the PN within the interdisciplinary team.	Unit Test will be graded in Canvas	13	0	12	92%	Goal Met	Continue with additional emphasis placed on role clarification, communication strategies and appropriate delegation within the healthcare system.
Caldwell, Janet	LPN	2612	TC PN#3		Summarize the role of the PN within the interdisciplinary team.	Hesi Exit Exam/Evaluation of total content will be graded in Canvas	13	0	11	85%	Goal Met	Continue and strengthen overall scores and target assessment questions to measure ongoing improvement in understanding of the LPN's role with the interdisciplinary team.
Weeks, Charlyce	LPN	2812	TC PN#1		Demonstrate quality, evidence-based, patient centered nursing care to diverse populations across the lifespan.	Students will maintain self-reflections, guided-reflections, and complete structured paperwork to evaluate and compare site-specific practices at each rotation location and will be graded in Canvas.	13	0	13	100%	Goal Met	Continue and strengthen the student in the clinical learning environment by using structured reflection tools, guided post-clinical debriefings and faculty feedback.
Caldwell, Janet	LPN	2814	TC PN#3		Summarize the role of the PN within the interdisciplinary team.	Clinical Final Evaluation as specified per course/will be graded in Canvas	13	0	13	100%	Goal Met	Continue and strengthen the student for preparation for preceptorship by reinforcing clinical judgment, professional communication, and time management skills. Faculty will also collaborate with preceptors to ensure consistent expectations.
Caldwell, Janet	LPN	2902	TC PN#3		Summarize the role of the PN within the interdisciplinary team.	Final Paper using a Rubric	13	0	13	100%	Goal Met	Continue and strengthen the student for key leadership concepts such as delegation, conflict resolution, communication, and team dynamics. A grading rubric review will be incorporated to support critical thinking and professional communication skills.

Instructor Name (Last Name, First Name)	Course Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Williams, Anthony	MACH	1002 TC Mach#1; CP Mach#1		Identify the different types of metal between Steel, Aluminium, Copper, Brass, and Stainless Steel.	70% of students will get a 70% or higher on this assessment	Test with types of metal to identify and ferrous or non ferrous	10	2	8	80%	Goal Met	Will increase the score to 80%
Williams, Anthony	MACH	1002 AAS Weld #7		Identify the different types of metal between Steel, Alminum, Copper, Brass, and Stainless Steel	70% of students will get a 70% or higher on this assessment	Test with types of metal to identify and ferrous or non ferrous	10	2	8	80%	Goal Met	Will increase the score to 80%
Morrow, Coty	MACH	1004 AASMech #6		Demonstrate proficiency recognizing potential hazardous situations, proper use of personal protective equipment (PPE), and appropriate Lockout/Tagout/ Block-out procedures.	90% of students will score 80% or above on the Safety Test.	Rubric	3	0	3	100%	Goal Met	Continue with activity to gather more data.
Morrow, Coty	MACH	1004 TC Mach#2; CP Mach#2		Demonstrate proficiency with precision measurement tools.	90% of students will score 85% or above on the Measuring/Tool Test.	Rubric	3	0	3	100%	Goal Met	Continue with activity to gather more data.
Stubblefield, James	MACH	2018 TC Mach#4		Demonstrate proficiency setting tool and work offsets for various CNC operations.	90% of students will score 90% or above on the Offsets Assignment.	Rubric	2	0	1	50%	Goal Not Met	Continue with activity to gather more data.
Stubblefield, James	MACH	2018 TC Mach#5		Demonstrate understanding of g-code.	90% of students will score 90% or above on the G-Code Application Assignment.	Rubric	2	0	2	100%	Goal Met	Continue with activity to gather more data.
Stubblefield, James	MACH	2018 TC Mach#6		Exhibit competency in the setup and operation of CNC machines.	90% of students will score 90% or above on the Set-up/Operation Assignment.	Rubric	2	0	2	100%	Goal Met	Continue with activity to gather more data.

Coordinator	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Franklin, Matt	MATH	1023	GE#1; AGS #1; AA #1; ASB#5; ASE#5; ASLAS#1; ASCJ#5; AASRN#7	Applications of Math and the Natural Sciences appropriate to degree or field of study	75% of students will correctly determine "the effect of time on compounding interest." Question 5 of the compounding interest worksheet. (Students must score 75%)	Evaluated for correct answers on the compounding interest worksheet	97		86	89%	Goal Met	Continue using the same assessment, keeping the same goal of 75% of students will correctly use a calculator to find the amount of interest compounded over a period of time (question 5 on compounding quiz) scoring a 75% or better.
Franklin, Matt	MATH	1023	ASLAS#4	Utilization of technology appropriate to degree or field of study	75% of students will correctly use the calculator to find the amount of interest compounded over a period of time. Questions 1-4 on the compounding interest worksheet. (Students must score 75%)	Evaluated for correct answers on the compounding interest worksheet	95		82	86%	Goal Met	Continue using the same assessment, keeping the same goal of 75% of students will correctly use a calculator to find the amount of interest compounded over a period of time (questions 1-4 on compounding quiz) scoring a 75% or better.
Franklin, Matt	MATH	1043	GE#1; AGS #1; AA#1; ASE#5; ASLAS#1; ASCJ#5	Applications of Math and the Natural Sciences appropriate to degree or field of study	75% of students will correctly determine "the effect of time on compounding interest." Question 5 of the compounding interest worksheet. (Students must score 75%)	Evaluated for correct answers on the compounding interest worksheet	40	8	30	75%	Goal Met	Continue using the same assessment, keeping the same goal of 75% of students will correctly use a calculator to find the amount of interest compounded over a period of time (question 5 on compounding quiz) scoring a 75% or better. Improving instruction prior to quiz to ensure students avoid rounding errors and apply the correct value conversions in the compound interest formula.
Franklin, Matt	MATH	1043	ASLAS#4	Utilization of technology appropriate to degree or field of study	75% of students will correctly use the calculator to find the amount of interest compounded over a period of time. Questions 1-4 on the compounding interest worksheet. (Students must score 75%)	Evaluated for correct answers on the compounding interest worksheet	40	8	34	85%	Goal Met	Continue using the same assessment, keeping the same goal of 75% of students will correctly use a calculator to find the amount of interest compounded over a period of time (questions 1-4 on compounding quiz) scoring a 75% or better. Improving instruction prior to quiz to ensure appropriate language is being used for conclusions.
Franklin, Matt	MATH	1113	GE#1; AGS #1; AASB#5; AASCTN#5; AASCJ#6; AASC#5; AASDD#6; AASPM#6; AASMech #8; AASWeld #8; AASMM #6; AASAuto#7; AASPT #5; AASFS#11; AASRN#7; TC HP#4; TC MC#5; TC EMS#4	Applications of Math and the Natural Sciences appropriate to degree or field of study	75% of students will correctly determine "the effect of time on compounding interest." Question 5 of the compounding interest worksheet. (Students must score 75%)	Evaluated for correct answers on the compounding interest worksheet	67		36	54%	Goal Not Met	Continue using the same assessment, keeping the same goal of 75% of students will correctly use a calculator to find the amount of interest compounded over a period of time (question 5 on compounding quiz) scoring a 75% or better.
Riley, Brian	MATH	2113		Applications of Math and the Natural Sciences appropriate to degree or field of study	80% of students will score an 80% or better on the Lesson Plan submission	This assessment is evaluated using a rubric	16	1	15	94%	Goal Met	Continue using the same assessment, keeping the same goal of 80% of students will score an 80% or better on the lesson plan submission rubric.



Matt, Franklin MATH 2204

Applications of Math and the Natural Sciences appropriate to degree or field of study

75% of students will correctly determine "the effect of time on compounding interest." Question 5 of the compounding interest worksheet. (Students must score 75%)
Evaluated for correct answers on the compounding interest worksheet

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This class is being phased out.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
<p>70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds</p>												
Example: Shurley, Robert						This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Byrd, Ann	MUSC	2503	ASCJ#7	AA#3; ASE #7; ASB #7; ASLAS #3; Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	85% of students will score 85% or higher and apply their knowledge of musical terminology to analyze and critique a live or recorded performance.	Attend a live performance and write a critique of the experience using terminology appropriate to the course	17	2	14	82%	Goal Not Met	Reminders will be sent earlier.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Proctor, Brandy & Lueck, Melanie	ORT	1011	ASCJ#8; AA#4	Utilization of technology appropriate to degree or field of study	90% of the students will score an 80% or higher on the ASUMH assignment.	The assessment is evaluated using a combination of manual grading and autograding using the LMS.	17	7	17	100%	Goal Met	I will add/modify questions to include higher order questions based on Bloom's Taxonomy.
Hicks, Jeffery	ORT (For FUS)	1011		Explain the importance of funeral service professionals in developing relationships with the families and communities they serve.	90% of the students will score an 80% or higher on the ASUMH assignment.	This assessment will be calculated by evaluating weekly assignments and periodic exams along with a Final Exam at the end of the course.	20	0	3	15%	Goal Not Met	Will continue to evaluate attendance and course completion trends to see if adjustments are needed to the current requirements.
Proctor, Brandy & Lueck, Melanie	ORT	1003	GE#4; AGS#4	Utilization of technology appropriate to degree or field of study	90% of the students will score an 80% or higher on the ASUMH assignment.	The assessment is evaluated using a combination of manual grading and autograding using the LMS.	39	7	37	95%	Goal Met	I will add/modify questions to include higher order questions based on Bloom's Taxonomy.
Tetrick, Brenda	ORT	1031	TC HP#7; AASRN#10	Utilization of technology appropriate to degree or field of study	85% of students will score 76% or higher on their overall grade for the course.	This assessment will be calculated by evaluating weekly assignments and periodic exams along with a Final Exam at the end of the course.	20		18	90%	Goal Met	Will continue current curriculum to collect more data

Instructor Name (Last Name, First Name)	Prefix	Course Code	Course Level SLO (From Syllabus)	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	
Example: Radivojevich, Kristina	BIOL	1024	Degree Program	Describe cells and tissues in terms of structure and function.	70% of the students completing the tissue histology lab will score 70% or higher.	The assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Layton, Janice	RN	2044	Bridge RN	Analyze safe, high-quality, and diverse evidence-based nursing care with client management for acute and chronic illness.	20 out of 27 senior nursing students will complete their HESI med/surg exam with an overall score of 750 or greater	The students will be evaluated using Elsevier Med/Surg HESI exam	27	0	25	92.59%	Goal Met	Will continue to evaluate evidenced-based nursing care using the Elsevier HESI exam
Shults, Hannah	CRJ	2243	NA	Summarize the legal bases for the right to privacy and freedom of expression in one's own nation and how those concepts vary from country to country and explain the 3 basic theories of the foundations of cybersecurity and provide examples within a presentation.	100% of the students completing the course assignment & Comprehensive Exam will score 80% or higher	The assessment is evaluated using a rubric and automatic grading.	2	0	2	1	Goal Met	I will create an improved and more rigorous assignment to further the student's learning

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
<p>Example: Shurley, Robert</p>												
Smith, Susan	OTS	2003 TC MC#1; CP MC#1			Apply code sets related to coding of professional services	Using a rubric	22	1	20	91%	Goal Met	<p>70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds</p> <p>This assessment is evaluated using a rubric</p> <p>70% of the students will receive a 75% or higher on the Chapter 3 Introduction to ICD-10-CM Coding Review Exam. The assesment will be graded using a rubric.</p> <p>I will continue with the assessment to gather more data. I also may adjust the objective to align with the AAPC CPC Curriculum, which uses a 70% proficiency to assess outcomes. The two students that did not meet 75% each were at 72%.</p>

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx

Chartes, Tasia	PAR	2005	AASPT #2; TC PT#2	Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	100% of students will display professional communication, teamwork, and ethical decision-making during classroom and skills-lab medical emergency scenarios with at least a 70% compliance to professional standards.	During simulated medical emergency scenarios in the classroom and skills lab, students will be observed for punctuality, respectful communication, appropriate teamwork, patient advocacy, and adherence to ethical standards (such as confidentiality and scope of practice). Faculty will document whether students consistently maintain professional behavior throughout the activity. Successful completion is defined as demonstrating professional behaviors in at least 70% of observed scenarios.	5	1	5	100%		Although the program's goal was met for this assessment cycle, continuous quality improvement efforts will continue to strengthen advanced clinical performance and decision-making at the paramedic level. Future instructional cycles will include expanded use of high-acuity simulation emphasizing differential diagnosis, critical thinking under pressure, and advanced treatment prioritization. Formative assessments will be increased through complex scenario evaluations, medication calculations, and ECG interpretation drills to identify learning gaps earlier in the semester. Students performing below benchmark standards on cognitive or psychomotor evaluations will participate in structured remediation plans with targeted faculty coaching. Comprehensive item analysis will be conducted on all major exams to ensure alignment with national paramedic standards and appropriate cognitive rigor. Faculty calibration and skills station standardization will be reinforced to ensure consistent evaluation across instructors and clinical settings. These measures will support improved first-attempt National Registry pass rates, strengthen clinical reasoning, and maintain alignment with program learning outcomes and accreditation expectation
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Chartes, Tasia	PAR	2014	AASPT #1; TC PT#1	Demonstrate integrated pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the trauma, medical, neonatal, pediatric, geriatric, diverse, and chronically ill patients and patients with common complaints.	100% of students will display professional communication, teamwork, and ethical decision-making during classroom and skills-lab trauma emergency scenarios with at least a 70% compliance to professional standards.	During simulated medical emergency scenarios in the classroom and skills lab, students will be observed for punctuality, respectful communication, appropriate teamwork, patient advocacy, and adherence to ethical standards (such as confidentiality and scope of practice). Faculty will document whether students consistently maintain professional behavior throughout the activity. Successful completion is defined as demonstrating professional behaviors in at least 70% of observed scenarios.	5	1	5	100%		Although the program's goal was met for this assessment cycle, continuous quality improvement efforts will continue to strengthen advanced clinical performance and decision-making at the paramedic level. Future instructional cycles will include expanded use of high-acuity simulation emphasizing differential diagnosis, critical thinking under pressure, and advanced treatment prioritization. Formative assessments will be increased through complex scenario evaluations, medication calculations, and ECG interpretation drills to identify learning gaps earlier in the semester. Students performing below benchmark standards on cognitive or psychomotor evaluations will participate in structured remediation plans with targeted faculty coaching. Comprehensive item analysis will be conducted on all major exams to ensure alignment with national paramedic standards and appropriate cognitive rigor. Faculty calibration and skills station standardization will be reinforced to ensure consistent evaluation across instructors and clinical settings. These measures will support improved first-attempt National Registry pass rates, strengthen clinical reasoning, and maintain alignment with program learning outcomes and accreditation expectation
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Hodges, Tim	PAR	AASPT #2; TC 2204 PT#2	Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	100% of students during the internship/capstone, students will demonstrate professional conduct, ethical decision-making, and effective communication with at least 90% compliance to professional standards as documented by field preceptor evaluations.	Professionalism will be assessed through field internship evaluations completed by preceptors. Students are expected to maintain patient confidentiality, arrive prepared and on time, interact respectfully with patients, families, and healthcare team members, follow agency policies, and demonstrated integrity in clinical decision-making. Successful completion is defined as receiving ratings of "meets" or exceeds expectations on 90% or more of the professionalism criteria across the capstone internship period.	5	1	5	100%	Although the program's goal was met for this assessment cycle, continuous quality improvement efforts will continue to strengthen advanced clinical performance and decision-making at the paramedic level. Future instructional cycles will include expanded use of high-acuity simulation emphasizing differential diagnosis, critical thinking under pressure, and advanced treatment prioritization. Formative assessments will be increased through complex scenario evaluations, medication calculations, and ECG interpretation drills to identify learning gaps earlier in the semester. Students performing below benchmark standards on cognitive or psychomotor evaluations will participate in structured remediation plans with targeted faculty coaching. Comprehensive item analysis will be conducted on all major exams to ensure alignment with national paramedic standards and appropriate cognitive rigor. Faculty calibration and skills station standardization will be reinforced to ensure consistent evaluation across instructors and clinical settings. These measures will support improved first-attempt National Registry pass rates, strengthen clinical reasoning, and maintain alignment with program learning outcomes and accreditation expectation.
Hodges, Tim	PAR	AASPT #2; TC 2412 PT#2	Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	Upon completion of the capstone field internship, 100% of students will achieve at least 90% compliance with professional and ethical standards as documented in the final capstone review.	Professionalism will be assessed during the capstone review process, which incorporates preceptor evaluations, faculty review, and student self-reflection. Students must demonstrate consistent professional behavior across all field experiences, including punctuality, teamwork, patient advocacy, confidentiality, respect for diversity, and ethical decision-making. Successful completion is defined as achieving 90% or higher ratings in professionalism criteria on the capstone summary evaluation.	5	1	5	100%	Although the program's goal was met for this assessment cycle, continuous quality improvement efforts will continue to strengthen advanced clinical performance and decision-making at the paramedic level. Future instructional cycles will include expanded use of high-acuity simulation emphasizing differential diagnosis, critical thinking under pressure, and advanced treatment prioritization. Formative assessments will be increased through complex scenario evaluations, medication calculations, and ECG interpretation drills to identify learning gaps earlier in the semester. Students performing below benchmark standards on cognitive or psychomotor evaluations will participate in structured remediation plans with targeted faculty coaching. Comprehensive item analysis will be conducted on all major exams to ensure alignment with national paramedic standards and appropriate cognitive rigor. Faculty calibration and skills station standardization will be reinforced to ensure consistent evaluation across instructors and clinical settings. These measures will support improved first-attempt National Registry pass rates, strengthen clinical reasoning, and maintain alignment with program learning outcomes and accreditation expectation.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Klinger, Matt	HLT	2203 AA#5		Students will examine the principles of physical activity and a proper diet as applied to maintaining a healthy and active lifestyle.	80% of students will earn 80% or higher on the Food Tracker assignment	This objective will be assessed using the Food Tracker assignment rubric	64	7	54	84%	Goal Met	A more rigorous rubric will be created
Klinger, Matt	HLT	TC PreNurs#1; 2203 AASRN#6		Apply nutrition guidelines for use in planning and modifying diets for healthy individuals.	80% of students will earn 80% or higher on the Food Tracker assignment	This objective will be assessed using the Food Tracker assignment rubric	64	7	54	84%	Goal Met	A more rigorous rubric will be created
Klinger, Matt	PE	1002 AA#5		Students will examine the principles of physical activity and a proper diet as applied to maintaining a healthy and active lifestyle.	80% of students will earn 80% or higher on the Target Heart Rate assignment	This objective will be assessed using the Target Heart Rate assignment rubric	8	0	8	100%	Goal Met	A more rigorous rubric will be created
Klinger, Matt	PE	1011 AA#5		Students will examine the principles of physical activity and a proper diet as applied to maintaining a healthy and active lifestyle.	80% of students will earn 75% or higher on the Target Heart Rate assignment	This objective will be assessed using the Target Heart Rate assignment rubric	11	0	11	100%	Goal Met	A more rigorous rubric will be created
Klinger, Matt	PE	1201 AA#5		Students will examine the principles of physical activity and a proper diet as applied to maintaining a healthy and active lifestyle.	80% of students will earn 80% or higher on the Target Heart Rate assignment	This objective will be assessed using the Target Heart Rate assignment rubric	4	1	4	100%	Goal Met	A more rigorous rubric will be created

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Not on the schedule	PHIL	1103 ASCJ#7			Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences					#DIV/0!		

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Henley, Gretchen	PHL	1007 CP P#1; TC HP#2		Demonstrate knowledge of infection control and safety	70% of students completing the assessment will score a 70% or higher. This will be accomplished through classroom lecture and hands on instruction.	This assessment is evaluated by Chapter 4 test on infection and prevention. They will also have to pass a hands on competency on handwashing and PPE.	15	0	14	93%	Goal Met	I will continue to spend extra time on this particular assessment through lecture and hands on instruction. This is the first time we have met our goal, I want to see if it will continue to work with the next class.
Henley, Gretchen	PHL	1007 CP P#2		Demonstrate proper techniques to perform venipuncture and capillary puncture	90% of the students in the course will receive a 70% or higher evaluation based on classroom lectures classroom labs and clinicals in an inpatient and outpatient setting.	This assessment will be evaluated by a tunic.	12	0	11	92%	Goal Met	I need more locations for clinicals. The class size was larger than normal and we did not have enough clinical sites to really accomodate the class. I had 1 incomplete due to this issue and several others that barely met the clinical deadline. Even though the goal was met this is an issue that needs addressed.

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Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Clanton, Jessica	PHYS	1204	AA#1; ASB#5; ASE#5; ASLAS#1; ASCJ#5	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students completing the Final Exam will score a 70% or higher.	The assessment is evaluated using a combination of manual grading and autograding using the LMS.	39	2	31	79%		I will create an improved and more rigorous assignment to further the student's learning.
Clanton, Jessica	PHYS	2034	ASLAS#1; AA#1	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students completing the Final Exam will score a 70% or higher.	The assessment is evaluated using a combination of manual grading and autograding using the LMS.	4	0	4	100%		I will create an improved and more rigorous assignment to further the student's learning.
Clanton, Jessica	PHYS	2054	AA#1; ASLAS#1; ASCJ#5	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students completing the Final Exam will score a 70% or higher.	The assessment is evaluated using a combination of manual grading and autograding using the LMS.	1	0	1	100%		I will create an improved and more rigorous assignment to further the student's learning.

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					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Example: Shurley, Robert												
Neal, Natasha	POSC	1003	AASAuto#9	GE#3; AASC#7; AGS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80 percent of student completing the assessment will score 80 percent or higher on the discussion assignment. This assessment is evaluated using a rubric	4	0	4	100%	Goal Met	I will possibly change the assignment each semester to ensure continued success.
Neal, Natasha	POSC	1003	ASLAS#5	ASLAS#5	Application of critical thinking and problem-solving skills within various disciplines.	80 percent of student completing the assessment will score 80 percent or higher on the discussion assignment. This assessment is evaluated using a rubric	4	0	4	100%	Goal Met	I will possibly change the assignment each semester to ensure continued success.
Neal, Natasha	POSC	2103	AASAuto#9	GE#3; AA#3; ASB #7; ASE#7; ASCJ#7; AASCJ#8; AASC#7; AGS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80 percent of student completing the assessment will score 80 percent or higher on the discussion assignment. This assessment is evaluated using a rubric	21	3	21	100%	Goal Met	I will possibly change the assignment each semester to ensure continued success.
Neal, Natasha	POSC	2103	ASLAS#5	ASLAS#5	Application of critical thinking and problem-solving skills within various disciplines.	80 percent of student completing the assessment will score 80 percent or higher on the discussion assignment. This assessment is evaluated using a rubric	20	4	20	100%	Goal Met	I will possibly change the assignment each semester to ensure continued success.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	
Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx	
Newman, Cynthia	PSY	2513	EMS#6	GE#3; AGS #3; AA#3; ASLAS#3; ASCJ#7; AASCJ#8; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9; AASPT#7; AASRN#9; TC HP#6; TC	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students completing the assessment will score 70% or higher. Students will complete a quiz analyzing cultural differences within psychological and theoretical perspective .	This assessment is evaluated using a quiz.	21	2	19	90%	Goal Met	To present additional cultural perspectives and to raise the minimum percentage goal to 80%..

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Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Hampton, Victoria	RN	2003 TC PreNurs#3		Demonstrate essential nursing assistant clinical skills	80% of students will demonstrate essential nursing assistant clinical skills by completing skills validation with a score of 79% or higher. Students will be evaluated through course work and skill validation.	The assessment will be evaluated by skill validation.	7		7	100%	Goal Met	I will adjust the objective to 85% of students will demonstrate essential nursing assistant skills by completing skill validation with a score of 85% or higher. I will continue to evaluate students and provide feedback to enhance their learning.
Tetrick, Brenda	RN	2012 AASRN#3		Demonstrate professional nursing identity through guided reflection of nursing care.	75% of students will achieve an overall score of 79% or higher. Students will be evaluated by participating in learning clinical skills and completing weekly assignments.	This assessment is evaluated by demonstrating clinical skills, performing a Head-to-Toe assessment, and assignments graded by a rubric.	16	2	14	88%	Goal Met	Continue to provide students the opportunity to reach competency level of critical judgement skills in a hospital setting and simulation lab.
Ditto, Leslie	RN	2012 AASRN#3		Demonstrate professional nursing identity through guided reflection of nursing care.	75% of students will achieve an overall score of 79% or higher. Students will be evaluated by participating in learning clinical skills and completing weekly assignments.	This assessment is evaluated by demonstrating clinical skills, performing a Head-to-Toe assessment, and assignments graded by a rubric.	8	0	8	100%	Goal Met	Continue to provide students the opportunity to reach competency level of critical judgement skills in a hospital setting and simulation lab.
Hampton, Victoria	RN	2022 AASRN#4		Demonstrate effective therapeutic communication.	75% of students will demonstrate effective therapeutic communication by participating in clinical rotations and providing patient care with a score of 80% or higher. Students will be evaluated by clinical observation and course work.	The assessment is being evaluated with a rubric.	14		14	100%	Goal Met	I will adjust the objective to 80% of students will demonstrate effective therapeutic communication by participating in clinical rotations and providing patient care with a score of 85% or higher. I will continue to evaluate students and provide feedback to enhance their learning.
Ditto, Leslie	RN	2022 AASRN#4		Demonstrate effective therapeutic communication.	75% of students will demonstrate effective therapeutic communication with a score of 80% or higher. Students will be evaluated by clinical observation and course work.	The assessment is being evaluated with a rubric.	8	0	8	100%	Goal Met	Continue to educate students on critical thinking skills.
Noordhoek, Elizabeth	RN	2022 AASRN#4		Demonstrate effective therapeutic communication.	75% of students will demonstrate effective therapeutic communication with a score of 80% or higher. Students will be evaluated by clinical observation and course work.	The assessment is being evaluated with a rubric.	8	0	8	100%	Goal Met	Continue to educate students on critical thinking skills.
Weeks, Charlyce	RN	2042 AASRN#5		Evaluate advocacy skills for patients and family.	85% of students will complete guided reflections of clinical rotations with a score of 75% or higher. Students will be evaluated by clinical observation and course work.	This assessment is being evaluated with a rubric.	8	0	8	100%	Goal Met	Continue to incorporate advocacy skill for patients and their families within all future nursing classes; seated and clinical.
Hampton, Victoria	RN	2042 AASRN#5		Evaluate advocacy skills for patients and family.	85% of students will complete guided reflections and specialty assignments of clinical rotations with a score of 75% or higher. Students will be evaluated by clinical observation and course work.	This assessment is being evaluated with a rubric.	7	0	7	100%	Goal Met	I will adjust the objective to 90% of students with complete guided reflections of clinical rotations with a score of 80% or higher. I will continue to evaluate students and provide feedback to enhance their learning.
Whitney, Mattie	RN	2042 AASRN#5		Evaluate advocacy skills for patients and family.	85% of students completing the assessment will score a 75% or higher. Students will be evaluated through clinical observation and course work.	This assessment is evaluated using a rubric	7	0	7	100%	Goal Met	Continue to incorporate advocacy skill for patients and their families within all future nursing classes; seated and clinical.

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Noordhoek, Elizabeth	RN	2042 AASRN#5	Evaluate advocacy skills for patients and family.	85% of students will complete guided reflections of clinical rotations with a score of 75% or higher. Students will be evaluated by clinical observation and course work.	The assessment is being evaluated with a rubric.	8	0	8	100%	Goal Met	Continue to incorporate advocacy skill for patients and their families within all future nursing classes; seated and clinical.
Layton, Janice	RN	2052 AASRN#4	Demonstrate effective therapeutic communication.	75% of students will demonstrate effective therapeutic communication with a score of 80% or higher. Students will be evaluated by clinical observation and course work.	The assessment is being evaluated with a rubric.	27	0	24	89%	Goal Met	Will continue to incorporate therapeutic communication in all RN Bridge nursing courses.
Layton, Janice	RN	2054 AASRN#2	Implement a prescribed plan of care by utilizing knowledge of evidence based practice	20 out of 27 senior nursing students will complete their final HESI exit B exam with an overall score of 750 or greater	The students will be evaluated using Elsevier HESI exit B final exam	27	0	19	70%	Goal Not Met	Will continue using the HESI Exit tool to determine where student are in relation to passing the NCLEX NGN Boards.

Instructor Name (Last Name, First Name)	Prefix	Course Code	Degree Program	PLO	Write the objective as a percentage and describe the activity being assessed	Describe how you will assess your activity	Record the number of students who attempted the assessment (Enter only a number)	Record the number of students who did NOT attempt the assessment (Enter only a number)	Record the number of students who met the minimum score/requirement (Enter only a number)	% of students that met the goal (automatically calculated)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	
<p>Example: Shurley, Robert</p> <p>70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds</p> <p>This assessment is evaluated using a rubric</p> <p>15 2 5 33% Goal Not Met Examples of Continuous Improvement.docx</p>													
Priest, Shelia	SOC	2213	AASAuto#9	GE#3; AGS #3; AA#3; ASB #7; ASLAS#3; ASCJ#7; AASCJ#8; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students completing the assessment will score a 70% or higher. Students will complete an essay analyzing the three sociological theoretical perspectives.	This assessment is evaluated using a rubric	62	2	57	92%	Goal Met	Nex time need to increase the number of assessment goal to 85%
Priest, Shelia	SOC	2223	AASAuto#9	GE#3; AA#3; ASLAS#3; AASCJ#8; AGS#3; ASCJ#7; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students completing the assessment will score a 70% or higher. Students will complete a reserach essay analyzing major social issues facing the U.S. today.	This assessment is evaluated using a rubric	17	0	17	100%	Goal Met	Even though the scores were high, online grades can get inflated if students lean on AI. Next time, I'll require students to paste the exact sections of the articles they used and highlight what they pulled from—just to make sure the work reflects their own understanding.
Priest, Shelia	SOC	2233	AASAuto#9	GE#3; AGS #3; AA#3; ASLAS#3; AASCTN#7; AASDD#8; AASPM#8; AASMech #10; AASWeld #10; AASMM #8; AASAuto#9	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students completing the assessment will score a 70% or higher. Students will complete a reserach essay analyzing world poverty.	This assessment is evaluated using a rubric	17	2	13	76%	Goal Met	Next time, I'm switching this assessment to one of the exams, since I think an exam gives a more accurate picture of the students' overall learning

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Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Wilson, Paul	TECH	1004	AASMech #1; TC Mech #1; CP Mech #1	Students will comprehend and communicate using standard technical and engineering terminology.	80% of students will demonstrate proficiency in the fields discussed in class with an 80% GPA or higher via participation in class discussions	This assessment is evaluated using a rubric	9	0	8	89%	Goal Met	Continue the activity due to small sample size
Woods, April	TECH	1012	AASAuto#6; TC Auto#6; AASMech#4; TC Mech#4; AASWeld #6; TC Weld #6; TC Mach #8	Students will demonstrate employability (soft) skills	70% of students completing the assessment will score a 80% or higher. Students will submit a 2:00 minute video assignment titled "Tell Me About Yourself" that will be presented as an elevator pitch.	A Checklist/Rubric will be used to evaluate this exercise.	9	2	8	89%	Goal Met	I will continue the activity due to small sample size and due to the fact that 18% of students did not participate in the assessment.
Woods, April	TECH	1012	AASMM#1, TC MM#1	Students will be employable in an entry-level boat manufacturing position	70% of students completing the assessment will score a 80% or higher. Students will submit a 2:00 minute video assignment titled "Tell Me About Yourself" that will be presented as an elevator pitch.	A Checklist/Rubric will be used to evaluate this exercise.	9	2	8	89%	Goal Met	I will continue the activity due to small sample size and due to the fact that 18% of students did not participate in the assessment.
Swanson, P.	TECH	2134	AASMech #5	Interpret schematic symbols, basic schematic diagrams, blueprints and other technical documents to properly assemble, adjust, align and test a power transmission assembly or control system.	80% of students completing this assessment will receive 70% or above. Students will complete a lab exercise assembling, wiring, and adjusting a small control system.	A Checklist/Rubric will be used to evaluate this exercise.	2	0	2	100%	Goal Met	I will continue the activity due to small sample size.
Swanson, P.	TECH	2154	AASMech #6	Demonstrate proficiency recognizing potential hazardous situations, proper use of personal protective equipment (PPE), and appropriate Lockout/Tagout/ Block-out procedures.	90% of students will score 80% or above on a safety related test score.	This assessment will be based on a safety related test score.	4	0	0	0%	Goal Not Met	Re-write test. Avoid misleading questions. Fewer questions concerning safety agencies, more safety practices.
Swanson, P.	TECH	2154	TC Mach#2	Demonstrate proficiency with precision measurement tools.	90% of students will score 80% or above on hands-on lab demonstrating appropriate measuring instrument use and interpretation.	A Checklist/Rubric will be used to evaluate tool selection and measurement accuracy on a hands-on lab.	4	0	4	100%	Goal Met	I will continue the activity due to small sample size.
Swanson, P.	TECH	2314	AASMech #3; TC Mech #3; CP Mech #3	Demonstrate basic computer skills, navigation, and software skills related to control systems.	70% of students completing the assessment will score a 80% or higher. Students will complete a lab exercise to correctly program a PLC within a prescribed time.	A Checklist/Rubric will be used to evaluate this exercise.	8	0	7	88%	Goal Met	I will continue the activity due to small sample size.

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Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Not on the schedule	THEA	2503	AA#3; ASE #7; ASB #7; ASLAS#3; ASCJ#7		Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences					#DIV/0!		

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Example: Shurley, Robert					70% of students completing the assessment will score a 70% or higher. Students will complete a comparative essay analyzing two literary works from diverse backgrounds	This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx
Thomason, Stephen	WELD	1024	AASWeld #1; TC Weld #1; CP Weld #1	Demonstrate safe and proper use of welding, cutting and grinding equipment.	80% of students will achieve a score of 85% or better on a 6010 pad on plate.	This would be evaluated using a visual assesment in the welding lab.	19	2	5	26%	Goal Not Met	Will review next semester to see if grading is too strict.
Williams, Anthony	WELD	1024	AASWeld #1; TC Weld #1; CP Weld #1	Demonstrate safe and proper use of welding, cutting and grinding equipment.	80% of the students will achieve a 70% or better on this 6010 pad on plate	Rubic	16	1	16	100%	Goal Met	Will raise to 80% for next year
Thomason, Stephen	WELD	1204	AASWeld #4; TC Weld #4; CP Weld #2	Identify and select suitable welding consumable materials and set up and operate welding equipment in such a manner as to produce a quality weld in accordance with established industry standards.	80% of students will acheive a score of 85% or better	This would be assessed using a rubric on short arc 3G lap. This would be evaluated using a visual assesment in	42	3	21	50%	Goal Not Met	Grading is too strict, will slightly lower grading requirements to 80%
Thomason, Stephen	WELD	1204	AASAuto#5	Students will express and implement all safety rules and procedures across the full scope of their field.	80% of students will acheive a score of 85% or better	the welding lab, on short arc 3G lap. This would be evaluated using a visual assesment in	42	3	21	50%	Goal Not Met	Grading is too strict, will slightly lower grading requirements to 80%
Thomason, Stephen	WELD	1204	CP PWeld#1	Demonstrate safe and proper use of welding, cutting and grinding equipment.	80% of students will acheive a score of 85% or better	the welding lab, on short arc 3G lap.	42	3	21	50%	Goal Not Met	Grading is too strict, will slightly lower grading requirements to 80%
Williams, Anthony	WELD	1234	CP PWeld#2	Identify and select suitable welding consumable materials and set up and operate welding equipment in such a manner as to produce a quality weld in accordance with established industry standards.	80% of the students will achieve a 70% or better on this pulse 2G Plate	Rubic	8	0	8	100%	Goal Met	Will complete this again next year for better data entry
Williams, Anthony	WELD	1404	AASWeld #5; TC Weld #5; CP Weld #3	Identify the cause of various weld defects including slag inclusions, porosity, undercut and cracking.	80% of the students willt achieve a 70% or better on this 2F Lap on 10GA	Rubic	6	0	6	100%	Goal Met	Will raise the grade to 80% next year
Williams, Anthony	WELD	1404	CP PWeld#1	Demonstrate safe and proper use of welding, cutting and grinding equipment.	80% of the students will achieve a 70% or better on this 2F Lap on 10GA	Rubic	6	0	6	100%	Goal Met	Will Raise the grade to 80% next year
Williams, Anthony	WELD	1434	CP PWeld#2	Identify and select suitable welding consumable materials and set up and operate welding equipment in such a manner as to produce a quality weld in accordance with established industry standards.	80% of the students will achieve a 70% or better on this 2F T Joint Aluminum	Rubic	4	1	3	75%	Goal Not Met	Will complete assessment again next year to see if need to raise the score