

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>Example: Shurley, Robert</b>					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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="#">Link to Spring 2024 Assessment</a>
Jones, Madilyn	ACC	2003 ASB #2		Students will apply accounting and economic principles to evaluate fiscal decision-making	75% of students completing the assessment will score 70% or higher. Students will take an exam over it.	This assessment is evaluated with exam questions geared directly toward the PLO	7	0	7	100%				
Jones, Madilyn	ACC	AASB#4; TC 2003 GB#2		Apply accounting and economic principles in decision making	75% of students completing the assessment will score 70% or higher. Students will take an exam over it.	This assessment is evaluated with exam questions geared directly toward the PLO	7	0	7	100%				
Jones, Madilyn	ACC	2013 ASB #2		Students will apply accounting and economic principles to evaluate fiscal decision-making	70% of students completing the assessment will score a 70% or higher. Students will take an exam over the material.	This assessment is evaluated with exam questions geared directly toward the PLO	29	0	29	100%				

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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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="https://docs.google.com/spreadsheets/d/199vsD0yhgYgDdxWxp">https://docs.google.com/spreadsheets/d/199vsD0yhgYgDdxWxp</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>
Gilmore, Haylev	ART	2503	AA#3; TC CS #3; ASB #7; ASLAS #3; ASCJ#7	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students will receive a grade of 80% or higher based on their ability to write a short analysis based on an original work of art using terminology appropriate to the course	This assessment is evaluated using a rubric.	88	20	68	77%	Goal Met	I will create a more rigorous rubric to better differentiate levels of critical thinking and writing quality. I will adjust the objective to 80% of students will make an 80% or higher.		

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<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	Goal Not Met	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199VnDyheYdDtwWp-kD-yd-FSt-JomGn3ahEQMvUd/edit?usp=sharing">https://docs.google.com/spreadsheets/d/199VnDyheYdDtwWp-kD-yd-FSt-JomGn3ahEQMvUd/edit?usp=sharing</a>
Shaffer, Briar	AUTO	1024	TC Auto #3; CP Auto #2; AASAuto #3		Students will service and repair installed systems.	Objective will be 80% of students receive an 85% or higher on a disk brakes skill evaluation in the lab. These assignments are assessed using a rubric. This assessment uses a proprietary rubric.	7	1	6	86%	Goal Met	A more rigorous lab will be used for the assessment next year.		
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.	This assessment uses a proprietary rubric. Objective will be 80% of students receive an 85% or higher on a compression test skill evaluation in the lab. These assignments are assessed using a rubric.	12	0	10	83%	Goal Not Met	Lower the target participation percentage. Expectation set too high. Set to 85%.		
Shaffer, Briar	AUTO	1104	TC Auto #4; CP Auto #3; AASAuto#4		Students will communicate in the proper technical terminology of the industry.	90% of students will earn 90% on their assessment. Students will be evaluated using the shop and classroom participation assessment which uses a rubric.	6	0	6	100%	Goal Met	A more rigorous lab will be used for the assessment next year.		
Stepp, Paul	AUTO	1403	TC Auto #1; AASAuto #1		Students will adjust and repair consumer and commercial equipment as an entry-level service shop technician.	This assessment uses a proprietary rubric.	20	0	13	65%	Goal Not Met	Lower the target participation percentage. Expectation set too high. Set to 85%.		
Stepp, Paul	AUTO	2104	TC Auto #2; AASAuto #2		Students will test and troubleshoot equipment and systems.	90% of students will earn 90% on their assessment. Students will be evaluated using the shop and lab participation assessment which uses a rubric.	11	0	10	91%	Goal Met	Lower the target participation percentage. Expectation set too high. Set to 85%.		
Stepp, Paul	AUTO	2304	TC Auto #2		Students will test and troubleshoot equipment and systems.	90% of students will earn 90% on their assessment. Students will be evaluated using the shop and lab participation assessment which uses a rubric.	8	0	8	100%	Goal Met	Lower the target participation percentage. Expectation set too high. Set to 85%.		
Stepp, Paul	AUTO	2404	AASAuto#3		Students will service and repair installed systems	90% of students will earn 90% on their assessment. Students will be evaluated using the shop and lab participation assessment which uses a rubric.	7	0	6	86%	Goal Not Met	Lower the target participation percentage. Expectation set too high. Set to 85%.		

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Bigelow, Brian	BOAT	1024	CP MM #2; AASMM #2	Apply basic chemistry of composite materials and reactions in the workplace.	80% of students will score 80% or higher. Students will properly set up, tear down, and clean spray gun.	This assessment is evaluated using a rubric	1	0	1	100%	Goal Met	Continue to gather more data		
Bigelow, Brian	BOAT	1031	TC MM #1; AAS MM#1	Be employable in an entry-level boat manufacturing position.	80% of students will score 80% or higher. Students will mask stipes using 1/8th inch masking tape	This will be a visual assessment	3	0	3	100%	Goal Met	Continue to gather more data		
Bigelow, Brian	BOAT	1204	CP MM #1; TC MM #2; AASMM #2	Apply basic chemistry of composite materials and reactions in the workplace.	80% of students will score 80% or higher demonstrating knowledge of different types of resin. 80% of students will score 80% or higher. Students will spray a silver metal flake stripe with no spray pattern	This assessment is evaluated by a rubric	1	0	1	100%	Goal Met	Continue to gather more data		
Bigelow, Brian	BOAT	2014	AASMM #5	Demonstrate foundational gel coat, open molding, and closed molding skills.	The goal is that 80% of students will score 80% or higher. Students will set up, tear down, and clean a chopping system.	This will be a visual assessment	4	0	4	100%	Goal Met	Continue to gather more data		
Bigelow, Brian	BOAT	2324	AASMM #3	Demonstrate use of various industry-recognized tools and equipment.		This assessment is evaluated by a rubric	1	0	1	100%	Goal Met	Continue to gather more data		

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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/Action Plans: There are three sections to this activity. I will continue, but will place more emphasis on each section.	Fail 2024 Institutional Assessment Template.xlsx	<a href="https://docs.google.com/spreadsheets/d/190v-D0jhgYpDwWwD-yv-F5d-jmGn8BajE0HYV4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/190v-D0jhgYpDwWwD-yv-F5d-jmGn8BajE0HYV4/edit?usp=sharing</a>
Walker, Theresa	BUS	1002	AASB#4		Apply accounting and economic principles in decision making	90% of the students will score 80% or higher on the money journal.	18	4	14	78%	Goal Not Met			
Walker, Theresa	BUS	1002	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	This objective is not valid for Financial Literacy				#DIV/0!				
Blum, Amanda	BUS	1013	ASB #3		Students will demonstrate the ability to work effectively in collaborative problem-solving groups	80% of students will achieve at least 8/10 on the group interaction criteria in the discussion in week 8 about hiring, retaining, and motivating employees.	21	8	15	71%	Goal Not Met	Continue this measurement, provide additional feedback about the nature of substantive responses and the importance of responding during discussions.		
Blum, Amanda	BUS	1013	AASB#2, TC GB#1		Apply current, legal, ethical, social, financial, and economic environmental factors as they apply to business.	80% of students will receive an 80% or better on the chapter 2 test on the topic of Ethics and CSR	29	2	22	76%	Goal Not Met	Continue with activity to gather more data- this is the first time this has been used		
Ackerman, George	BUS	2023	ASB #1:		Students will apply principles and concepts necessary for effective business practices	80% of students will achieve at least 8/10 on the Term Paper in week 10 on effective business practices	24	2	22	92%	Goal Met	Proceed with this assessment and give further details regarding the type of meaningful responses and the significance of answering during the evaluation. Change to another task as students have not had a chance to receive DB feedback yet		
Blum, Amanda	BUS	2103	AASB#1		Demonstrate Employability /soft skills	80% of students in this course will receive an evaluation of 80% or higher on the emotional intelligence discussion in module 2.	11	1	5	45%	Goal Not Met	Since this is the first online version of this assessment, more rounds of samples are needed for true statistical analysis. Students also struggled with analysis of normal distribution. Further instruction/clarification is needed.		
Riley, Brian	BUS	2113	ASB #4		Students will apply critical thinking skills to solve business problems	75% of students will achieve an 80% or better on the test for normal distribution analysis quiz. Students will analyze cost/production data to determine if the data follows a normal distribution pattern/curve and make a conclusion about the data based on the determination.	17	7	16	94%	Goal Met			
Walker, Theresa	BUS	2203	AASB#2, TC GB#1		Apply current, legal, ethical, social, financial, and economic environmental factors as they apply to business.	80% of student will score 75% or better on the assignment in Module 4: How Culture Changes Impact Business.	24	2	22	92%	Goal Met	Continue to use assessment as it applies to continual changes in business		
Proctor, Brandy	BUS	2213	AASB#1		Demonstrate Employability /soft skills	80% of students will score a 75% or better on their mock job interview. (Multiple part assignment: Research a job, write a cover letter, create a resume, fill out an application, and participate in a mock job interview.)	20	1	20	100%	Goal Met	A more rigorous rubric will be created.		
Proctor, Brandy	BUS	2213	AASCTN#1		Be employable as an entry level computer technician, support engineer, or network administrator	80% of students will score a 75% or better on their mock job interview. (Multiple part assignment: Research a job, write a cover letter, create a resume, fill out an application, and participate in a mock job interview.)	20	1	20	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	80% of students will score a 75% or better on their mock job interview. (Multiple part assignment: Research a job, write a cover letter, create a resume, fill out an application, and participate in a mock job interview.)	20	1	20	100%	Goal Met	A more rigorous rubric will be created.		
Proctor, Brandy	BUS	2213	AASPM#1		Be employable in an entry-level computer programmer or mobile developer position.	80% of students will score a 75% or better on their mock job interview. (Multiple part assignment: Research a job, write a cover letter, create a resume, fill out an application, and participate in a mock job interview.)	20	1	20	100%	Goal Met	A more rigorous rubric will be created.		
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.	21	1	15	71%	Goal Met	For the online class, I will create a video that explains the assignment and common issues.		
Sisco, Jessica	BUS	2563	AASB#6; AASC#6; AAS CJ#7		Composition and Oral Communication	70% of students will earn a 70% or higher on the business letter assessment.	21	1	17	81%	Goal Met	Clarify instructions and email students, giving them a heads-up about a complicated part of this assignment.		
Walker, Theresa	BUS	2841	AASB#1		Demonstrate Employability /soft skills	80% of student will Meet or Exceed the expectations of the course.	6	1	6	100%	Goal Met	I will continue using this assessment but will also assess based on self-evaluation.		
Benfley, Tim	BUS	2853	AASB#3		Demonstrate the use of spreadsheets, reports, letters, presentations, etc. in an effort to apply critical thinking in decision making	70% of the students will score 70% or higher on a written assignment in Week 12 related to the PLO.	15	0	15	100%	Goal Met	This is the first time teaching this course and I will continue with the activity to gather more data.		

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				AM2; TC GS#1; ASB #6; ASE#2; ASLAS#2; TC Ed#4; AASBRS; AASMech #8; AASWeld #7; AAS MM #7; AASAuto#6; AAS C.#7	Composition and Oral Communication									
Sisco, Jessica	COMM	1203			75% of students score 75% or higher on the persuasive speech.	A common rubric	103	15	74	72%	Goal Not Met	Place more emphasis on citing sources in the speech. Can use more example speeches, more lecture information, and hands-on practice.		

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	CHEM	1064	AA#1		Applications of Math and the Natural Sciences appropriate to degree or field of study					#DIV/0!				
			AA#1; TC		Applications of Math and the Natural Sciences appropriate to degree or field of study									
			GS#1;											
			ASLAS#1;											
Not on the schedule	CHEM	1014	ASCJ#5							#DIV/0!				

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<b>Example: Shurley, Robert</b>														
				Applications of Math and the Natural Sciences appropriate to degree or field of study		Assignments are read and evaluated with written comments and corrections provided. Scores based on thoroughness of answers and whether or not correct answers were given.	43	3	32	74%	Goal Not Met	The value of 74% resulting in the "Goal not Met" conclusion is based on class sections with different modalities. Though students did similar lab work in these different sections, the online students' work was not as rigorous as that of the seated students. Example: 10 of 21 seated students did not meet the goal whereas only 1 of 22 students in the online section did not meet requirement. Also, this semester, one section did not do the experiment as inclement weather kept us off campus on that scheduled lab day. I will design an "equal pay for equal work" activity for the enzyme lab. Instead of a post lab activity, a series of open response questions on a unit exam may be a better reflection of all student performance for this specific biological topic (enzymes and enzymatic activity).		
Dry, Eddie	BIOL	1004	TC Ed#3; ASCJ#5	AA#1; TC GS #1; ASB #5; ASE#1; ASLAS#1; TC Ed#3; ASCJ#5	80% of students from all course modalities will score at least 75% on the "Enzymes" post-lab assignment.	The assignment will be autograded in McGraw Hill Connect. Lab steps must be followed and the assessment questions are graded.	43	3	32	74%	Goal Not Met			
Lau-Kimbriel, Karen	BIOL	1004	ASCJ#5	AA#1; TC GS #1; ASB #5; ASE#5; ASLAS#1; TC Ed#3; ASCJ#5	70% of the students completing the Flowering Plant lab will score 70% or higher.	The assessment is evaluated using a rubric.	28	3	25	89%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Radivolevich, Kristina	BIOL	1024	EMT#3; TC PT#3	AASPT#3; TC	Demonstrate understanding of the anatomy and physiology of body systems	80% of the students completing the tissue histology lab will score 80% or higher.	39	3	39	100%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Radivolevich, Kristina	BIOL	1024	TC MC#3	TC MC#3	Applies the principles of math and science appropriate to the field of study	80% of the students completing the osmosis & diffusion lab will score 80% or higher.	38	3	37	97%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Rauls, Tenille	BIOL	1024	EMT#3; TC PT#3	AASPT#3; TC	Demonstrate understanding of the anatomy and physiology of body systems	80% of students completing the skeletal system anatomy test will score 80% or higher on the anatomy portion	23	0	23	100%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Rauls, Tenille	BIOL	1024	TC MC#3	TC MC#3	Applies the principles of math and science appropriate to the field of study	80% of students will demonstrate proficiency determining cardiac output using the formula stroke volume X heart rate	23	0	23	100%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Roach, Jill & Radivojevich, Kristina	BIOL	2004	TC PreNurs#2	TC EMT#3; TC PreNurs#2	Demonstrate understanding of the anatomy and physiology of body systems	80% of the students completing the tissue histology lab will score 80% or higher.	60	1	60	100%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Roach, Jill & Radivojevich, Kristina	BIOL	2004	TC PreNurs#3	TC PreNurs#3	Apply principles of math and sciences appropriate to the study of health sciences	80% of the students completing the tissue histology lab will score 80% or higher.	60	1	60	100%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Roach, Jill	BIOL	2014	TC PreNurs#2	TC PreNurs#2	Demonstrate understanding of the anatomy and physiology of body systems	80% of the students completing the endocrine histology lab will score 80% or higher.	42	0	41	98%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Roach, Jill	BIOL	2014	TC PreNurs#3	TC PreNurs#3	Apply principles of math and sciences appropriate to the study of health sciences	80% of the students completing the endocrine histology lab will score 80% or higher.	42	0	41	98%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		
Radivolevich, Kristina	BIOL	2104	TC PreNurs#3	TC PreNurs#3	Apply principles of math and sciences appropriate to the study of health sciences	80% of the students completing the microscopes and wet mount lab will score 80% or higher.	23	1	23	100%	Goal Met	Choose a different activity in the future to measure breadth of learning in the course		

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Huddleston, Nina	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.		1	0	1	100%	Goal Met		
Mudra, Karl	CIS	1023	AASCTN#4; AASC#4; TC 1023 ISTR2		Demonstrate critical thinking, complex problem solving, and collaboration	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%		5	0	5	100%	Goal Not Met	Currently maintaining the existing course delivery format.	
Mudra, Karl	CIS	1023	AASPMDF#3; TC WDF1; CP PMDF1		Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%		5	0	5	100%	Goal Not Met	Currently maintaining the existing course delivery format.	
Mudra, Karl	CIS	1053	AGS #4; AA#4; ASE#7; AASMech #10; AASWeld #9; AASMM #9; AASAuto#10; AASPT#7; TC MCR#5; TC Mach#8		Utilization of technology appropriate to degree or field of study	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%		13	0	10	77%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.	
Mudra, Karl	CIS	1053	TC PreNurs#6; TC HP #6		Utilize technology appropriate to the study of health sciences	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%		13	0	10	77%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.	
Kirksey, Cynthia	CIS	1053	AGS #4; AA#4; ASE#7; AASMech #10; AASWeld #9; AASMM #9; AASAuto#10; AASPT#7; TC MCR#5; TC Mach#8		Utilization of technology appropriate to degree or field of study	Students will be assessed based on the rubric provided for the assignment		19	2	17	89%	Goal Met	A different activity will be used for assessment to measure breadth of learning.	
Kirksey, Cynthia	CIS	1053	TC PreNurs#6		Utilize technology appropriate to the study of health sciences	Student will be assessed based on the rubric provided for the assignment		5	1	4	80%	Goal Met	A different activity will be used for assessment to measure breadth of learning.	
Schwartz, Jess	CIS	1053	AGS #4; AA#4; ASE#4; AASMech #10; AASWeld #9; AASMM #9; AASAuto#10; AASPT#7; TC MCR#5; TC Mach#8		Utilization of technology appropriate to degree or field of study	Students will be assessed based on the rubric provided for the assignment		13	3	11	85%	Goal Met	update assessment to a more rigorous assessment	
Schwartz, Jess	CIS	1053	TC PreNurs#6		Utilize technology appropriate to the study of health sciences	Student will be assessed based on the rubric provided for the assignment		12	2	11	92%	Goal Met	update assessment to a more rigorous assessment	
Mudra, Karl	CIS	1063	AASPMDF#4		Demonstrate sufficient understanding of various industry-recognized computer programming, object oriented, and scripting languages	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%		3	3	2	67%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.	
Mudra, Karl	CIS	1203	AGS #4; AASCTN#8; AASC#5		Utilization of technology appropriate to degree or field of study	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%		8	0	5	63%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.	
Dennis, Shawn	CIS	1206	AASCTN#1; CP CN#1		Be employable as an entry level computer technician, support engineer, or network administrator	Students will be assessed based on the rubric provided for the assignment and visually inspected by the instructor.		5	1	4	80%	Goal Not Met	Continue to stress the importance of password recovery of devices using hands-on equipment. Students that fail to reach the objective will repeat the skills until the benchmark is obtained.	
Dennis, Shawn	CIS	1206	AASC#1		Be employable as an associate security analyst, incident responder, network security analyst, or cybersecurity risk analyst	Students will be assessed based on the rubric provided for the assignment and visually inspected by the instructor.		5	1	4	80%	Goal Met	Continue to stress the importance of password recovery of devices using hands-on equipment. Students that fail to reach the benchmark is obtained.	
Dennis, Shawn	CIS	1223	AASCTN#1; CP A+CT#1		Be employable as an entry level computer technician, support engineer, or network administrator	Students will be assessed based on the rubric provided for the assignment		7	0	4	57%	Goal Not Met	I will make instructions more explicit and clarify points of confusion for students	
Dennis, Shawn	CIS	1313	AASCTN#2; CP A+CT#2		Develop a working knowledge of operating systems, computer hardware and software, mobile devices, security issues, and networking technologies	Students will be assessed based on cumulative practice certification exam results		7	0	6	86%	Goal Met	Based on the previous assessment results, I adjusted the objective for students to score from 75% to 80%. I will continue the activity to oather more data.	

Mudra, Karl	CIS	AASCTN#2; 1503 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 earn an average score of 80% or higher for the entire course.	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%	13	0	10	77%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.
Mudra, Karl	CIS	1503 AASPMD#3	Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	80% of students will earn an average score of 80% or higher for the entire course.	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%	13	0	10	77%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.
Hustead, Dane	CIS	AASDD#3; CP 1803 GDF#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	Students will be assessed based on the rubric provided for the assignment	6	2	6	100%	Goal Met	Continue with assessment to gather more data
Hustead, Dane	CIS	TC WDF#2; CP 1803 WDF#2	Demonstrate learning strategies, which combine design thinking and aesthetics with software skills and technology to prepare for a career in an ever-changing field.	80% of students will score an 80%+ on Week 8's assignment Portrait Project Final	Students will be assessed based on the rubric provided for the assignment	6	2	6	100%	Goal Met	Continue with assessment to gather more data
Schwartz, Jess	CIS	2113 AASPMD#5	Develop an understanding of application architecting, interface design theories, visual constructs and responsive frameworks	90% of enrolled students will exceed a course score of 80%	This assessment is based on rubric results for assignments and quizzes/exams	1	0	1	100%	Goal Met	Continue with assessment to gather more data
Hustead, Dane	CIS	AASDD#3; CP 2313 GDF#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	Students will be assessed based on the rubric provided for the assignment	11	2	11	100%	Goal Met	Continue with assessment to gather more data
Hustead, Dane	CIS	AASDD#5; CP 2353 GDF#3	Demonstrate an understanding of learning strategies, which combine design thinking and aesthetics with software skills and technology to prepare for a career in an ever-changing field.	80% of students will score an 80%+ on the Final Project Submission due week 15. This is a semester long project.	Students will be assessed based on the rubric provided for the assignment	5	5	5	100%	Goal Met	Continue with assessment to gather more data
Schwartz, Jess	CIS	AASPMD#3; TC WDF#1; CP 2433 WDF#1	Demonstrate foundational programming skills of organization, logic, analytical thinking, and problem solving	90% of enrolled students will exceed a course score of 80%	This assessment is based on rubric results for assignments and quizzes/exams	2	0	2	100%	Goal Met	Continue with assessment to gather more data
Schwartz, Jess	CIS	2443 AASPMD#5;	Develop an understanding of application architecting, interface design theories, visual constructs and responsive frameworks	90% of enrolled students will exceed a course score of 80%	This assessment is based on rubric results for assignments and quizzes/exams	5	0	5	100%	Goal Met	First time with the new assessment, get more data from future terms to assess changing
Schwartz, Jess	CIS	TC WDF#3; CP 2443 WDF#3	Demonstrate an understanding of application architecting, interface design theories, visual constructs and responsive frameworks	90% of enrolled students will exceed a course score of 80%	This assessment is based on rubric results for assignments and quizzes/exams	5	0	5	100%	Goal Met	First time with the new assessment, get more data from future terms to assess changing
Kirksey, Cynthia	CIS	ASB #8; AASB#5; AASCTN#2; ASDCJ#8; ASDD#9; AASPMD#9	2503 AASPMD#9	Utilization of technology appropriate to degree or field of study Be employable as an associate security analyst, incident responder, network security analyst, or cybersecurity risk analyst	80% of students will score 75% or higher on a software unit project measuring proficiency on the use of the specific software functions 80% of students will earn a score of 80% or higher on the final exam.	28	2	25	89%	Goal Met	A different activity will be used for assessment to measure breadth of learning. Will provide more assessments throughout the course to help them better retain certain concepts.
Riley, Scott	CIS	2683 AASC#1				4	0	0	0%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.
Mudra, Karl	CIS	2703 AASCTN#2	Develop a working knowledge of operating systems, computer hardware and software, mobile devices, security issues, and networking technologies	80% of students will earn an average score of 80% or higher for the entire course.	Using the courseware software for all exercises, exam, quizzes and papers will met or exceed 80%	3	0	2	67%	Goal Not Met	Currently maintaining the existing course delivery format. The grades below 80% are simply due to students not turning in assignments after several attempts to communicate via Canvas. To support students who are facing challenges, those who have not turned in their assignments have been referred to Early Alert and Advisors for additional assistance and guidance.
Dennis, Shawn	CIS	2803 AASCTN#3	Develop career skills by combining classroom theory with real-world tasks through job-related experiences	75% of students will score 90% or higher on the final paper	Students will be assessed based on the rubric provided for the assignment	4	0	3	75%	Goal Met	I will continue to use this method to determine student success.
Mudra, Karl	CIS	2903 AASPMD#2	Apply classroom theory with practical application through job-related experiences	Intern student will complete 120 hours of technical services for a MH local area organization.	The client and the instructor will have periodic meetings to ensure the intern is delivering the proposed statement of work services, timely, correctly, and meets the client expectation.	1	0	1	100%	Goal Met	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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199V5-Dyh7W0wWwpkD-yziFSd-jmGn9bahE0M704rtdi7Ump-sharmg">https://docs.google.com/spreadsheets/d/199V5-Dyh7W0wWwpkD-yziFSd-jmGn9bahE0M704rtdi7Ump-sharmg</a>
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	80% of 05 CNA 1007 (01.10003/101.10416) Students will receive a 80% or better on the Unit 1 exam over roles responsibilities of NA as they pertain to ethics, communication, diversity, legal responsibilities and abuse laws.	Rubric will be used to evaluate this assessment.	5	0	5	100%	Goal Met	Continue current plan of measurement to gather more data.		
Bell, Lenora	CNA	1007	CP CNA #2	Demonstrate safety and infection control precautions that comply with clinical site policy and standards of care	80% of 05 CNA 1007 (01.10003/101.10416) Students will receive 80% or better on the Unit 1 Exam over safety and infection control that complies with the clinical site policy and standards of care.	Rubric will be used to evaluate this assessment.	5	0	5	100%	Goal Met	Continue current plan of measurement to gather more data.		
Bell, Lenora	CNA	1007	CP CNA #3	Properly perform essential nursing assistant clinical skills	80% of 05 CNA 1007 (01.10003/101.10416) Students will receive 80% or better on the final demonstration of clinical skills.	Rubric will be used to evaluate this assessment.	5	0	5	100%	Goal Met	Continue current plan of measurement to gather more data.		
Shelby, Jordan	CNA	1007	CP CNA #1	Define roles and responsibilities of nursing assistants as they pertain to ethics, communication, diversity, legal responsibilities, and abuse laws	80% of 04 CNA 1007 Students will receive a 80% or better on the Unit 1 exam over roles responsibilities of NA as they pertain to ethics, communication, diversity, legal responsibilities and abuse laws.	Rubric will be used to evaluate this assessment.	4	0	4	100%	Goal Met	Continue current plan of measurement to gather more data.		
Shelby, Jordan	CNA	1007	CP CNA #2	Demonstrate safety and infection control precautions that comply with clinical site policy and standards of care	80% of 04 CNA 1007 Students will receive a 80% or better on the Unit 1 exam over roles responsibilities of NA as they pertain to ethics, communication, diversity, legal responsibilities and abuse laws.	Rubric will be used to evaluate this assessment.	4	0	4	100%	Goal Met	Continue current plan of measurement to gather more data.		
Shelby, Jordan	CNA	1007	CP CNA #3	Properly perform essential nursing assistant clinical skills	80% of 04 CNA 1007 Students will receive 80% or better on the final demonstration of clinical skills.	Rubric will be used to evaluate this assessment.	4	0	4	100%	Goal Met	Continue current plan of measurement to gather more data.		
Bell, Lenora	CNA	1004	CP CNA #3	Properly perform essential nursing assistant clinical skills	80% of 04 CNA 1004 (151-10548) Students will receive 80% or better on the final demonstration of clinical skills.	Rubric will be used to evaluate this assessment.	4	0	4	100%	Goal Met	Continue current plan of measurement 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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment Template.xlsx	Link to Spring 2024 assessment
<b>Example: Shurley, Robert</b>					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 Template.xlsx	<a href="https://www.google.com/spreadsheets/d/1R95jD0u7y7DmUv6d-vLF5d/edit">https://www.google.com/spreadsheets/d/1R95jD0u7y7DmUv6d-vLF5d/edit</a>
Bertlev, 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.	17	3	14	82%	Goal Met	This was a new assignment for this PLO. I will continue with this activity to gather more data.		
Bertlev, 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.	17	0	14	82%	Goal Met	I will create an improved and more rigorous assignment to further students learning.		
Bertlev, Tim	CRJ	2033	AASCJ#2	(Students will) Demonstrate knowledge of theories associated with the causes of crime	70% of students completing the assignment will score 70% or higher on a written research paper.	A rubric will be used to evaluate this assessment.	12	2	12	100%	Goal Met	This was a new assignment for this PLO. I will continue with this activity to gather more data.		
Green, Brittany	CRJ	2033	AASCJ#2	(Students will) Demonstrate knowledge of theories associated with the causes of crime	70% of students completing the assignment will score 70% or higher on two short essay questions.	A rubric will be used to evaluate this assessment.	3	1	3	100%	Goal Met	This was a new assignment for this PLO. I will continue with this activity to gather more data.		
Bertlev, Tim	CRJ	2043	AASCJ#3	Develop an understanding of various approaches to addressing crime	70% of students completing the assessment will score 70% or higher on a written research paper.	A rubric will be used to evaluate this assessment.	14	4	14	100%	Goal Met	This was a new assignment for this PLO. I will continue with this activity to gather more data.		
Bertlev, Tim	CRJ	2233	AASCJ#2; CP CJ#2	(Students will) Demonstrate knowledge of theories associated with the causes of crime	70% of students completing the assignment will score 70% or higher on the questions on Test #1 that pertain to the PLO.	Test #1 is self grading and I will evaluate the questions that pertain to the PLO.	10	0	8	80%	Goal Met	I will adjust the objective to 80% of the students will make a 70% or higher on the assessment.		
Bertlev, Tim	CRJ	2263	ASCJ#4; AASCJ#4	Students will be able to identify the primary branches of the criminal justice system and their respective roles.	70% of students completing the assignment will score 70% or higher on the questions on Test #1 that pertain to the PLO.	Test #1 is self grading and I will evaluate the questions that pertain to the PLO.	19	0	17	89%	Goal Met	I will adjust the objective to 80% of the students will make a 70% or higher on the assignment.		

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>Example: Shruley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	Goal Not Met	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.docx</a>	<a href="https://docs.google.com/spreadsheets/d/1569e3Dnp4yDwW8t1yLFS6JmGz8JhE0H0L4e8t7/edit#">https://docs.google.com/spreadsheets/d/1569e3Dnp4yDwW8t1yLFS6JmGz8JhE0H0L4e8t7/edit#</a>
Masotto, 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 on this assessment. This assessment will be graded using a visual assessment	6	0	6	100%	Goal Met	Continue to gather data.		
Masotto, Frank	CTD	1007	CP CTD#2		Students will demonstrate a safe working environment.	90% of students will score 80% or above on this assessment. This assessment will be evaluated by a rubric.	6	0	6	100%	Goal Met	Continue to gather data.		
Masotto, 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 this assessment. This assessment will be evaluated by a rubric.	6	0	6	100%	Goal Met	Continue to gather data.		



Instructor Name (Last Name, First Name)	Course Prefix	Degree Program	PL0	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	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>Example: Shurley, Robert</b>				<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199t-sD0yhgYgDwWmD-ynl-FSc-JmGnGdSantFC0t19tJedTQm-ahbmg">https://docs.google.com/spreadsheets/d/199t-sD0yhgYgDwWmD-ynl-FSc-JmGnGdSantFC0t19tJedTQm-ahbmg</a>
Knox, Laura	EDU	2033 ASE#5	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.	9	5	6	67%	Goal Not Met	Students are struggling with application of content. I will adjust the pace of the course to allow more time for content application practice, such as scenarios in class. There was a 4% increase from last semester.		
Knox, Laura	EDU	2033 ASE#6	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.	80% of the students completing the assessment will receive 80% or higher on their classroom management project.	This assessment is evaluated using a rubric.	14	1	12	86%	Goal Met	I feel I need to rework the rubric on this assignment to include a few more elements.		
Knox, Laura	EDU	2033 ASE#7	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.	14	0	12	86%	Goal Met	I feel I need to rework the rubric on this assignment to include a few more elements.		
Knox, Laura	EDU	2043 ASE#6	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 students will earn 75% or higher on completing two PBIS case intervention strategies.	This assessment is evaluated using a rubric.	19	0	17	89%	Goal Met	No changes at this time to the assignment. I will continue to gather data and rework the rubric to include a few more elements.		
Knox, Laura	EDU	2043 ASE#8	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.	19	1	14	74%	Goal Not Met	I will continue to gather data on this goal with such a small number of students enrolled in the course in Fall(6), compared to Spring's larger enrollment(19).		
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.	8	0	4	50%	Goal Not Met	I will continue to gather data on this goal with such a small number of students enrolled in the course(8).It is a new assessment.		
Knox, Laura	EDU	ASE#7: TC 2113 Ed#2	Observe various instructional methods in settings through clinical field experiences in public schools in the area.	80% of students will earn 80% or higher on completing their 5 clinical field Developmental Checklist experiences.	This assessment is evaluated using a rubric.	8	0	7	88%	Goal Met	This is the last time for this assessment. Requirements for this course are changing for the Fall.		
Knox, Laura	EDU	ASE#6: TC 2803 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.	19	1	15	79%	Goal Not Met	I will continue to gather data on this goal. No changes at this time to this assessment. There was an 8% increase from last semester. I feel this is a result of moving the course from online Zoom to sealed.		

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">https://docs.google.com/spreadsheets/d/199YsDQyhrYgDhYwNxD-yUj-FScIomGn98ahEQMY04/edit#template.xlsx</a>	<a href="#">2uspesharing</a>
Clanton, Jessica	GEOL	1104	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 assessment will score 70% or higher. Students will complete a quiz which asks them to understand and apply principles related to the scientific method.	This assessment is auto-graded.	20	1	20	100%	Goal Met	I will increase the rigor of the assessment by adding additional questions to the activity to include higher order questions based on Bloom's Taxonomy.		

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
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	<a href="#">https://docs.google.com/spreadsheets/d/1pDvYDhYhYgDwWanKd-ytF5t-jmCm3ahE-QM1P4d-edR7yqg-sharing</a>	
Wintle, Doug	EMT	1009	TC EMT#1		Demonstrate a basic understanding 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.	80% of students enrolled for the course will complete all work and assessments at a score of 75% or greater. The will be evaluated with a cognitive summative exam. The assessment will be a rubric based exam which is based on the NREMT Psychomotor Medical and Trauma rubric.	6	0	5	83%	Goal Met	Further involvement of the Medical Director for evaluation of content will be used as part of the improvement process. We will also be using improvement suggestions by the CoAEMSP site visit team to create additional plans for improvement.		
Wintle, Doug	EMT	1009	CP 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.	80% of students enrolled for the course will complete the psychomotor exam with a "pass". The exam will be pass/fail.	6	0	5	83%	Goal Met	Further involvement of the Medical Director for evaluation of content will be used as part of the improvement process. We will also be using improvement suggestions by the CoAEMSP site visit team to create additional plans for improvement.		
Wintle, Doug	EMT	1009	TC EMT #2; CP EMT #2		Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	80% of students enrolled for the course will demonstrate success in the affective domain areas of being an EMS provider. evaluation from CoAEMSP will be the rubric for assesment	6	0	6	100%	Goal Met	Further involvement of the Medical Director for evaluation of content will be used as part of the improvement process. We will also be using improvement suggestions by the CoAEMSP site visit team to create additional plans for improvement.		
Wintle, Doug	EMT	1015	TC EMT#2; CP EMT#2		Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	Students will display in class as well as in the clinical professional setting those attributes associated with the PLO. This will be evaluated using a rubric.	6	0	6	100%	Goal Met	Further involvement of the Medical Director for evaluation of content will be used as part of the improvement process. We will also be using improvement suggestions by the CoAEMSP site visit team to create additional plans for improvement.		

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<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="https://docs.google.com/spreadsheets/d/19QVsDyhgVgDvVWnKD-Fall2024InstitutionalAssessment-Ferrolate.xlsx">https://docs.google.com/spreadsheets/d/19QVsDyhgVgDvVWnKD-Fall2024InstitutionalAssessment-Ferrolate.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/19QVsDyhgVgDvVWnKD-Fall2024InstitutionalAssessment-Ferrolate.xlsx">https://docs.google.com/spreadsheets/d/19QVsDyhgVgDvVWnKD-Fall2024InstitutionalAssessment-Ferrolate.xlsx</a>
Hicks, Jeffrey	FUS	1001	AASFS #7	2.1.7 Describe the requirements and procedures for burial, cremation, and other accepted forms of final disposition of human remains.	80% of the students will complete all required assignments with a 70% or higher	This assessment is evaluated using a rubric. The assessment is evaluated using an exam covering the appropriate chapters.	12	0	11	92%	Goal Met	Raise threshold to 90% of students		
Buel, Matt	FUS	1004	AASFS #4	2.1.4 Apply principles of public health and safety in the handling and preparation of human remains.	80% of the students will complete a targeted exam (Unit 1) with an 80% or higher.	The assessment is evaluated using an exam covering the appropriate chapters.	11	0	11	100%	Goal Met	Keep Goal, but expand the scope of the material and the exam used.		
Buel, Matt	FUS	1013	TC FD #5	2.1.7 Describe the requirements and procedures for burial, cremation, and other accepted forms of final disposition of human remains.	80% of the students will complete a targeted exam (Unit 4) with an 80% or higher.	An Exam will be used with the following emphases: avoiding hiring discrimination, jurisdiction, consumers and warranties, OSHA, and FTC compliance	11	0	9	82%	Goal Met	Keep Goal, but expand the topic material within the unit. Cover more details of other methods of disposition.		
Buel, Matt	FUS	1152	AASFS #3	2.1.3 Interpret how federal, state, and local laws apply to funeral service in order to ensure compliance.	80% of the students will complete a specially designed Unit 1 Exam with an 80% or higher.	An Exam will be used with the following structure: 25% each: General Mgmt, Personnel Mgmt, Operations, and Legal/Financial	5	0	5	100%	Goal Met	Raise threshold to 90% of students		
Buel, Matt	FUS	2003	AASFS #9; TC FD #7	2.1.9 Explain management skills associated with operating a funeral establishment.	80% of the students will complete a specially designed Unit 4 exam with an 80% or higher.	The project will be graded using a rubric including Selection Room design, Written Communications, and Professional Elements	5	0	5	100%	Goal Met	Because this is an outcome mandated by accreditors, this must continue to be measured. Raise the grade goal from 80% to 90%.		
Buel, Matt	FUS	AASFS #10; TC FD 2012 #8		2.1.10 Demonstrate verbal and written communication skills and research skills needed for funeral service practice.	80% of the students will complete a specially designed selection room project with an 80% or higher.	The assessment will be completed case reports that have been approved by certified preceptors	5	0	5	100%	Goal Met	Because this is an outcome mandated by accreditors, this must continue to be measured. Raise the grade goal from 80% to 90%.		
Hicks, Jeffrey	FUS	2181	AASFS #5	2.1.5 Demonstrate technical skills in embalming and restorative art that are necessary for the preparation and handling of human remains.	100% of the students will complete the necessary 6 case reports as required by the AFSE.		5	0	5	100%	Goal Met	I will add additional questions to the activity to include higher order questions based on blooms taxonomy		

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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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="https://docs.google.com/spreadsheets/d/199VsD2yng7rQbvWxpsD-yd1ESd-bmGn98ahEQM1R4n-dl7wspeshaing">https://docs.google.com/spreadsheets/d/199VsD2yng7rQbvWxpsD-yd1ESd-bmGn98ahEQM1R4n-dl7wspeshaing</a>	
Self, Jason	GEOG	2703	ASLAS#3	AGS #3; AA#3; TC GS #3; 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 an exam that tests map reading abilities	This assessment is autograded	3	0	3	100%	Goal Met	Videos introduced to class to better understand material		

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Shurley, Robert				<b>Example</b>	<b>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.</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	Goal Not Met	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/19Zv5D0yhgYrDvUwWp5D-yLFSd-IumGrj9auiKQHTD4s4d7Uag-zharing">https://docs.google.com/spreadsheets/d/19Zv5D0yhgYrDvUwWp5D-yLFSd-IumGrj9auiKQHTD4s4d7Uag-zharing</a>
Mulloy, Clement	HIST	1013	AGS #3; AA#3; TC Ed#3; ASE#7; ASLAS#3;	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 diverse cultures map quiz	This assessment is evaluated using a rubric	27	2	25	93%	Goal Met	increase the rigor by increased variation of the questions		
Mulloy, Clement	HIST	1023	AGS #3; AA#3; TC GS#3; ASE#7; ASE#3; ASLAS#3;	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 diverse cultures map quiz	This assessment will be evaluated using a rubric	49	4	40	82%	Goal Met	increase the rigor by increased variation of the questions		
Mulloy, Clement	HIST	2203	AA#3	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 diverse cultures map quiz	This assessment will be evaluated using a rubric	2	0	1	50%	Goal Not Met	insufficient number of students to legitimately changed the nature of the quiz, continue gathering data		
Anderson, Terri	HIST	2763	AA#3; TC GS #3; ASB#7; ASE#3; ASC#7; AASC#8	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 graded group discussion of Indigenous Tribes and then a quiz	This assessment will be evaluated using a rubric	8	0	8	100%	Goal Met	Increase rigor of the assessment by asking two different questions and asking for more detailed, specific answers		
Anderson, Terri	HIST	2763	AASPT#6	Evaluate diverse perspectives and cultures	70% of students completing the assessment will score 70% or higher. Students will complete a graded group discussion of Indigenous Tribes and then a quiz	This assessment will be evaluated using a rubric	12	2	12	100%	Goal Met	Increase rigor of the assessment by asking two different questions and asking for more detailed, specific answers		
Anderson, Terri	HIST	2763	ASLAS#5	Application of critical thinking and problem-solving skills within various disciplines.	70% of students completing the assessment will score 70% or higher. Students will complete a graded group discussion of Indigenous Tribes and then a quiz	This assessment will be evaluated using a rubric	17	3	17	100%	Goal Met	Increase rigor of the assessment by asking two different questions and asking for more detailed, specific answers		
Anderson, Terri	HIST	2773	AA#3; TC GS #3; ASB #7; ASE#3; ASC#7; AASC#8	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 graded group discussion of the great depression and then a quiz	This assessment will be evaluated using a rubric	19	2	19	100%	Goal Met	Increase rigor of the assessment by asking two different questions and asking for more detailed, specific answers		
Anderson, Terri	HIST	2773	AASPT#6	Evaluate diverse perspectives and cultures	70% of students completing the assessment will score 70% or higher. Students will complete a graded group discussion of the great depression and then a quiz	This assessment will be evaluated using a rubric	15	2	15	100%	Goal Met	Increase rigor of the assessment by asking two different questions and asking for more detailed, specific answers.		
Anderson, Terri	HIST	2773	ASLAS#5	Application of critical thinking and problem-solving skills within various disciplines.	70% of students completing the assessment will score 70% or higher. Students will complete a graded group discussion of the great depression and then a quiz	This assessment will be evaluated using a rubric	10	0	10	100%	Goal Met	Increase rigor of the assessment by asking two different questions and asking for more detailed, specific answers		
Mulloy, Clement	HIST	2883	TC Ed#5	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 diverse cultures map quiz	This assessment will be evaluated using a rubric	11	2	8	73%	Goal Met	increase the rigor by increased variation of the questions		

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<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/188k8rhjnpjgrh0d0p-8D-yd-F5d-IonG688ahjFCMYD4/pdl7Usc--sharing">https://docs.google.com/spreadsheets/d/188k8rhjnpjgrh0d0p-8D-yd-F5d-IonG688ahjFCMYD4/pdl7Usc--sharing</a>
Elison, Shannon	HSA	1013	CP HP#2	Demonstrate basic understanding of the anatomy and physiology of body systems	Course does not cover PLO						#DIV/0!			
Elison, Shannon	HSA	2013	AASPT#2; TC PT#2	Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	Course does not cover PLO						#DIV/0!			
Elison, Shannon	HSA	2013	CP HP#1; TC HP #1	Demonstrate knowledge of the healthcare delivery system and terminology	Course does not cover PLO						#DIV/0!			
Elison, Shannon	HSA	2013	TC MC#2; CP MC#2	Define and understand key terms associated with billing, reimbursement, and legislative entities.	Course does not cover PLO						#DIV/0!			
Shelby, Jordan	HSA	2013	AASPT#2; TC PT#2	Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	Course does not cover PLO						#DIV/0!			
Shelby, Jordan	HSA	2013	CP HP#1; TC HP #1	Demonstrate knowledge of the healthcare delivery system and terminology	Course does not cover PLO						#DIV/0!			
Shelby, Jordan	HSA	2013	TC MC#2; CP MC#2	Define and understand key terms associated with billing, reimbursement, and legislative entities.	Course does not cover PLO						#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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199vSD0h_eYDhwWpkDyytFSDIomGn88ahEQMY0/edit?usp=sharing">https://docs.google.com/spreadsheets/d/199vSD0h_eYDhwWpkDyytFSDIomGn88ahEQMY0/edit?usp=sharing</a>
Whitney, Mattie	LPN	2713 TC PN#2		Demonstrate effective and professional communication skills.	75% of students completing the clinical course will score a 75% or higher on the final clinical evaluation. This evaluation will focus on the students ability to communicate with their patients during the clinical day.	This is evaluated using a rubric	6	0	6	100%	Goal Met	A more rigorous rubric will be created		
Grove, Mindy	LPN	2713 TC PN#2		Demonstrate effective and professional communication skills.	75% of students completing the clinical course will score a 75% or higher on the final clinical evaluation. This evaluation will focus on the students ability to communicate with their patients during the clinical day.	This is evaluated using a rubric	7	0	7	100%	Goal Met	A more rigorous rubric will be created		

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<b>Example: Shurley, Robert</b>					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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/forms/d/169yDQ1-qr1WbVcF-yn156-JonF6BshJfOMVd/edit?usp=sharing">https://docs.google.com/forms/d/169yDQ1-qr1WbVcF-yn156-JonF6BshJfOMVd/edit?usp=sharing</a>
Williams, Michael	MACH	2004	TC Mach#3, CP Mach#3	Exhibit ability to select, maintain, and utilize manual machining equipment.	90% of students will score 80% or above on this assessment.	Skills will be evaluated using practical part examples to be manufactured. Each task or part made is assigned points based on outlined critical indicator standards.	4	0	4	100%	Goal Not Met	Continue to gather more data.		
Williams, Michael	MACH	2014	TC Mach#3, CP Mach#3	Exhibit ability to select, maintain, and utilize manual machining equipment.	90% of students will score 80% or above on this assessment.	Skills will be evaluated using practical part examples to be manufactured. Each task or part made is assigned points based on outlined critical indicator standards.	3	0	3	100%	Goal Met	Continue 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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199v5D0hnyVsDwWwpkD-xytFSd-1omGn98ahEQMYDd/pd1?usp=sharing">https://docs.google.com/spreadsheets/d/199v5D0hnyVsDwWwpkD-xytFSd-1omGn98ahEQMYDd/pd1?usp=sharing</a>
Franklin, Matthew	MATH	1023	Ed#3, ASCJ#5	AGS #1; AA #1; TC GS#1; ASB#5; ASE#1; ASLAS#1; TC Ed#3; 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%)			22	46%	Goal Not Met	I will make instructions more explicit and clarify points of confusion for students		
Franklin, Matthew	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%)			42	88%	Goal Met	Since this is a comon worksheet across all math classes, we will continue with this assessment.		
Franklin, Matthew	MATH	1043	ASCJ#5	AGS #1; AA#1; TC GS #1; ASE#1; ASLAS#1; TC Ed#3; 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%)		12	5	45%	Goal Not Met	I will make instructions more explicit and clarify points of confusion for students		
Franklin, Matthew	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%)		12	11	100%	Goal Met	I will make instructions more explicit and clarify points of confusion for students		
Franklin, Matthew	MATH	1113		AGS #1; TC GS #1; AASB#5; AASCTN#5; AASCJ#6; AASC#5; AASDD#6; AASPMD#6; AASMech #7; AASW old #6; TC MM #4; AASMM #6; AASAuto#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%)		18	18	62%	Goal Not Met	I will adjust the pace of the course to allow more time and explanation related to the assignment		
Franklin, Matthew	MATH	1113	TC PreNurs#3; TC HP#4		Apply principles of math and sciences appropriate to the study of health sciences	Same as above		18	18	62%	Goal Not Met	I will adjust the pace of the course to allow more time and explanation related to the assignment		
Franklin, Matthew	MATH	2143	ASB #4		Students will apply critical thinking skills to solve business problems	75% of students will correctly determine "the effect of time on compounding interest." Question 5 of the compounding interest worksheet. (Students must score 75%)		15	15	87%	Goal Met	Since this is a comon worksheet across all math classes, we will continue with this assessment.		



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<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">https://docs.google.com/spreadsheets/d/199VvD0yWYeVbDw0WpkD-vx1F5d-IomGnB8ahEQMYD4/pd#2uaspscharng</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>
Proctor, Brandy	ORT	AGS #4; 1011 ASC.#8		Utilization of technology appropriate to degree or field of study	80% of students will score a 75% or higher on their Learning Styles assignment.	This assessment is evaluated using a rubric.	9	3	9	100%	Goal Met	A different activity will be used for assessment to measure breadth of learning.		

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	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
Example: Radivojevich, Kristina	BIOL	1024	Describe cells and tissues in terms of structure and function.	80% of the students completing the tissue histology lab will score 80% or higher.	The assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	Examples of Continuous Improvement.docx	<a href="https://docs.google.com/spreadsheets/d/199VsD0yhngYgDbxWwpkD-yxLFSd-lomCn98ahjEQMY04/edit?usp=sharing">https://docs.google.com/spreadsheets/d/199VsD0yhngYgDbxWwpkD-yxLFSd-lomCn98ahjEQMY04/edit?usp=sharing</a> Fall 2024 Institutional Assessment Template.xlsx	
Caldwell, Janet Daniel, Tamara Ditto, Leslie Hodges, Timothy	NSG PN	1305	Safely and accurately perform a complete head-to-toe assessment in a clinical setting, utilizing appropriate techniques and therapeutic communication.	75% of the 13 students will complete the H-T Assessment with a score of 75% or higher.	The assessment will be evaluated by course exams and quizzes with a total value of 75% or better.	13	13	13	100%	Goal was met			
Lueck, Melanie	MATH	143	2. Communicate by way of graphical representation and mathematical language.	80% of students will score an 80% or higher on the Chapter 13 graphing exam.	This assessment is evaluated using an answer key/rubric.	18	4	15	83%	Yes			Since graphing is an important concept in College Algebra, I will continue this assessment.
McClain, Kristy	CHEM	1024	The student will explain, describe, discuss, recognize, and apply knowledge of the following: Intermolecular forces, Properties of solutions, and Thermodynamics	70% of students will score 70% or higher on questions on Chapter 11 - 13 Test.	The assessment will be autograded using Canvas and instructor will review.	6	0	6	100%	Goal was met			Will examine the assessment for rigor. Consider making adjustments. Students will continued to improve and grow their skills in patients care.
Shrake, Falon	NSG		Students will become competent in hands on skills in patient care areas.	90% or higher in there overall clinical evaluations	With a rubric	8	0	8	100%	Goal met			

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	Goal Not Met	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/1G9V4D0ngYgTgDboWmK0-yvF5C-jmGd8jnhCO1RtUjcd8Tg/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1G9V4D0ngYgTgDboWmK0-yvF5C-jmGd8jnhCO1RtUjcd8Tg/edit?usp=sharing</a>
Williams, Tina	OTS	2004	TC MC#1; CP MC#1	Apply code sets related to coding of professional services	95% of students will completing the chapter review exams will score a minimum of 70% or higher. Students will complete Experiential Knowledge exercises ,by coding real world cases and applying coding guidelines, assignment the appropriate ICD-10, CPT and/ or HCPCS II codes.	The assessment is auto-grade was the AAPC Professional Medical Coding Curriculum platform.	20	2	18			Create more practical application exercises. Increase the number of medical cases/scenarios.		
										90%	Goal Met			

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment</a>	<a href="#">Spring 2024 Institutional Assessment</a>
Charles, Tasia	PAR	1023	AASPT #1; TC PT#1		Demonstrate an advanced understanding of 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.	80% of students enrolled for the course will complete all work and assessments at a score of 75% or greater. Measurements will be collected through homework, quizzes, major exams, study plans and attendance to lecture.	5	1	5	100%	Goal Met	Continue with the assessment to gather more data due to a small sample size		
Charles, Tasia	PAR	1033	AASPT #2; TC PT#2		Demonstrate personal behaviors consistent with the professionalism and moral standards associated with a pre-hospital provider.	80% of students enrolled for the course will complete patient assessment w/ lab with a "pass".	5	1	5	100%	Goal Met	Continue with the assessment to gather more data due to a small sample size		

<https://docs.google.com/spreadsheets/d/19V5D0n7p7pDwWwJkDyvtESdIomQn8RahEQMYDdJgdlI7usp-sharng/edit#>

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/102V1sDdyh9y4DbaWf0nD-yxFSLtomGn98ahEQMY04/edit?usp=sharing">https://docs.google.com/spreadsheets/d/102V1sDdyh9y4DbaWf0nD-yxFSLtomGn98ahEQMY04/edit?usp=sharing</a>
Thomas, Michael	ENG	1003	Mach#7	Composition and Oral Communication	AGS #2, AA #1, TC GS#1, ASB #6, ASE#2, ASLAS#2, TC Ed#4, ASCJ#6, AASB #6, AASCTN#6, AASCJ#7, AASC#6, AASDD#7, AASPMJ#7, AASMech #8, AASWeld #7, TC MM #5, AASMM #7, AASAuto#8, AASPT#4, TC MC#4, TC	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	75	11	62	83%	Goal Met	The English Faculty need to discuss the rigor of the evaluation, necessarily in this course this semester but overall.		
Thomas, Michael	ENG	1003	TC PreNurs#4; TC HP#5	Demonstrate both oral and written communication skills	AGS #2, AA #1, TC GS#1, ASB #6, ASE#2, ASLAS#2, TC Ed#4, ASCJ#6, AASB#6, AASCTN#6, AASCJ#7, AASC#6, AASDD#7, AASMech #8, AASWeld #7, AASMM #7, AASAuto#8, AASPT#4, TC Mach#7	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	75	11	62	83%	Goal Met	The English Faculty need to discuss the rigor of the evaluation, necessarily in this course this semester but overall.		
Thomas, Michael	ENG	1013		Composition and Oral Communication	AGS #2, AA #1, TC GS#1, ASB #6, ASE#2, ASLAS#2, TC Ed#4, ASCJ#6, AASB#6, AASCTN#6, AASCJ#7, AASC#6, AASDD#7, AASMech #8, AASWeld #7, AASMM #7, AASAuto#8, AASPT#4, TC Mach#7	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	179	8	166	93%	Goal Met	The number of students successfully completing this assessment is far above state and national averages, especially with such a large samples. English faculty need to discuss the rigor with which this assessment is being evaluated.		
Thomas, Michael	ENG	1013	TC PreNurs#4	Demonstrate both oral and written communication skills	AGS #2, AA #1, TC GS#1, ASB #6, ASE#2, ASLAS#2, TC Ed#4, ASCJ#6, AASB#6, AASCTN#6, AASCJ#7, AASC#6, AASDD#7, AASMech #8, AASWeld #7, AASMM #7, AASAuto#8, AASPT#4, TC Mach#7	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	179	8	166	93%	Goal Met	he number of students successfully completing this assessment is far above state and national averages, especially with such a large samples. English faculty need to discuss the rigor with which this assessment is being evaluated.		
Baird, Becky	ENG	2003	ASCJ#7	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	AA#3, TC GS#3; ASB #7, ASE#3, ASLAS#3, TC Ed#5;	70% of students completing the assessment will score a 70% or higher on a comparative writing assignment analyzing two literary works from diverse backgrounds. This writing assignment may be a stand-alone assignment or be incorporated in a unit exam. A rubric will be used.	23		17	74%	Goal Met	These were online students only. They met the goal with a reasonable margin. We should keep the same assessment. NOTE: The number who did not attempt was not available as we had not previously asked for that information when gathering data.		
Baird, Becky	ENG	2013	ASCJ#7	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	AA#3, TC GS #3; ASB #7, ASE#3, ASLAS#3, TC Ed#5;	70% of students completing the assessment will score a 70% or higher on a comparative writing assignment analyzing two literary works from diverse backgrounds. This writing assignment may be a stand-alone assignment or be incorporated in a unit exam. A rubric will be used.	37		34	92%	Goal Met	These were a mix of online and seated students. Seated students typically met the goal at a better rate than online students. The same assessment is used in both semesters. The assessment is working. Note: The number who did not attempt was not available as we had not previously asked for that information when gathering data.		

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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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://ams.roper.com/sites/guests/109120/instg2024/xkDcvtFSdIcmGn88ahEQMYD4edf7uspe-sharing">https://ams.roper.com/sites/guests/109120/instg2024/xkDcvtFSdIcmGn88ahEQMYD4edf7uspe-sharing</a>
Klinzer, 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 75% or higher on the Food Tracker assignment	This objective will be assessed using the Food Tracker assignment rubric	65	6	62	95%	Goal Met	A more rigorous rubric will be created		
Klinzer, Matt	HLT	2203	TC PreNurs#1	Apply nutrition guidelines for use in planning and modifying diets for healthy individuals.	80% of students will earn 75% or higher on the Food Tracker assignment	This objective will be assessed using the Food Tracker assignment rubric	65	6	62	95% #DIV/0!	Goal Met	A more rigorous rubric will be created		
Klinzer, Matt	PE	1001	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		
Klinzer, 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 75% or higher on the Target Heart Rate assignment	This objective will be assessed using the Target Heart Rate assignment rubric	9	3	9	100%	Goal Met	A more rigorous rubric will be created		
Klinzer, 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 75% or higher on the Target Heart Rate assignment	This objective will be assessed using the Target Heart Rate assignment rubric	4	0	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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	Goal Not Met	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199VsD0yhYgDwWxpK0-ytLFSd-jomGn98ahjEQMY0AcidIT7usp=sb/sharing">https://docs.google.com/spreadsheets/d/199VsD0yhYgDwWxpK0-ytLFSd-jomGn98ahjEQMY0AcidIT7usp=sb/sharing</a>
Clanton, Jessica	PHYS	1204	ASCJ#5	AA#1; TC GS#1; ASB #5; ASE#1; ASLAS#1;	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students completing the assessment will score 70% or higher. Students will complete a quiz which asks them to understand and apply principles related to the scientific method. The assessment is auto-graded.	36	2	36	100%	Goal Met	I will increase the rigor of the assessment by adding additional questions to the activity to include higher order questions based on Bloom's Taxonomy.		
Clanton, Jessica	PHYS	2054	ASCJ#5	AA#1; TC GS#1; ASLAS#1;	Applications of Math and the Natural Sciences appropriate to degree or field of study	70% of students completing the assessment will score 70% or higher. Students will complete a quiz which asks them to understand and apply principles related to the scientific method. The assessment is auto-graded.	1	0	1	100%	Goal Met	I will increase the rigor of the assessment by adding additional questions to the activity to include higher order questions based on Bloom's Taxonomy.		

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/19yD0yhy6DwWwPkDydtFSdLomGr88ahEQMY04/pk1?usp=sharing">https://docs.google.com/spreadsheets/d/19yD0yhy6DwWwPkDydtFSdLomGr88ahEQMY04/pk1?usp=sharing</a>
Not on the schedule	PHIL	1103	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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199v6D0by7eDhwWpk0-y4iFSd-IomGq88ahfQMv04redtUise-sharng">https://docs.google.com/spreadsheets/d/199v6D0by7eDhwWpk0-y4iFSd-IomGq88ahfQMv04redtUise-sharng</a>
Henley, Gretchen	PHL	1007 CP P#1		Demonstrate knowledge of infection control and safety	70% of the students in the course will score a 70% or higher. This will be done through classroom lecture and hands-on training.	This assessment is evaluated by Chapter 4 test on Infection and prevention. They will also have to pass a hands on competency on hand washing and PPE.	9	0	3	33%	Goal Not Met	More time on the chapter and some activities to enforce the lecture.		
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 passive evaluation based on classroom lectures, classroom labs, and clinicals in an inpatient and outpatient setting	This assessment will be evaluated by a rubric	9	0	9	100%	Goal Met	Continue to spend 1/2 class period for lab and get more practice arms for students.		

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<b>Example: Shurley, Robert</b>					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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/1999rD0u7nygDhwWupK0-yulF5dIomGn98ahEQMY04/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1999rD0u7nygDhwWupK0-yulF5dIomGn98ahEQMY04/edit?usp=sharing</a>
Shults, Hannah	POSC	2103	AA#3; TC GS #3; ASB #7; ASE#3; TC Ed#5; ASCJ#7; AASCJ#8; AASC#7	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80% of students completing the assessment will score 80% or higher through a comparative essay of the aspects of U.S. Government.	This assessment is evaluated using a rubric.	13	4	13	100%	Goal Met	I will create an improved and more vigorous assignment and rubric in order to challenge the students further and increase their learning capabilities. I would also like to raise the percentage to 85% of students to make an 90% or above on the assessment.		
Shults, Hannah	POSC	2103	AA#3; TC GS #3; ASB #7; ASE#3; TC Ed#5; ASCJ#7; AASCJ#8; AASC#7	Evaluate diverse perspectives and cultures Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80% of students completing the assessment will score 80% or higher through a comparative essay of the aspects of U.S. Government.	This assessment is evaluated using a rubric.	1	0	1	100%	Goal Met	I will create an improved and more vigorous assignment and rubric in order to challenge the students further and increase their learning capabilities. I would also like to raise the percentage to 85% of students to make an 90% or above on the assessment.		
Neal, Natasha	POSC	2103	AA#3; TC GS #3; ASB #7; ASE#3; TC Ed#5; ASCJ#7; AASCJ#8; AASC#7	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80% of students will complete a discussion assignment on voting practices with at least 70% passing with a grade of an A or B	This assessment is evaluated using a rubric.	1	1	1	100%	Goal Met	Goal is to increase success rate from a minimum of 70% to 80% based on current results and possible restructure the assessment.		
Neal, Natasha	POSC	2103	AA#3; TC GS #3; ASB #7; ASE#3; TC Ed#5; ASCJ#7; AASCJ#8; AASC#7	Evaluate diverse perspectives and cultures Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80% of students will complete a discussion assignment on voting practices with at least 70% passing with a grade of an A or B	This assessment is evaluated using a rubric.	24	24	20	83%	Goal Met	Goal is to increase success rate from a minimum of 70% to 80% based on current results and possible restructure the assessment.		

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 (This is automatically calculated for you)	Indicate Whether Goal met or Goal Not Met (Drop down Menu)	Continuous Improvement/Action Plan	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
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	<a href="https://docs.google.com/spreadsheets/d/199v5D6yhtYfDlxWw8D-ydF5dI-jomGn8ahEQMY04/edit?usp=sharing">https://docs.google.com/spreadsheets/d/199v5D6yhtYfDlxWw8D-ydF5dI-jomGn8ahEQMY04/edit?usp=sharing</a> <a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="#">https://docs.google.com/spreadsheets/d/199v5D6yhtYfDlxWw8D-ydF5dI-jomGn8ahEQMY04/edit?usp=sharing</a>
Crisel, Cynthia	PSY	2513	AGS #3; AA#3; TC GS #3; ASLAS#3; ASCJ#7; AASCJ#8	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students will score 75% or higher on an assignment contrasting perspectives of diverse cultures.	This assessment is evaluated using an online quiz	18	2	14	78%	Goal Met	I will expand the percentage objective to 80% and draw from an online class of 20 or more students for the 2026 assessment. (the percentage score and number of students increased).		
Crisel, Cynthia	PSY	2513	AASPT#6; TC PreNurs#5	Evaluate diverse perspectives and cultures	70% of students will score 75% or higher on an assignment contrasting differences between collectivist and individualist cultures	This assessment is evaluated using an online quiz	18	2	14	78%	Goal Met	I will expand the percentage objective to 80% and draw from an online class of 20 or more students for the 2026 assessment. (the percentage score and number of students increased).		
Hatman, Heather	PSY	2513	AGS #3; AA#3; TC GS #3; ASLAS#3; ASCJ#7; AASCJ#8	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students will score a 70% or higher on classroom projects comparing different perspectives and cultures.	This project is evaluated using a rubric	28	0	28	100%	Goal Met	I will adjust the objective to 80% of students will score a 70% or higher for next year.		
Hatman, Heather	PSY	2513	AASPT#6; TC PreNurs#5	Evaluate diverse perspectives and cultures	70% of students will score a 70% or higher on a project of how people from different cultures perceive and express emotions.	This project is evaluated using a rubric	28	0	28	100%	Goal Met	I will adjust the objective to 80% of students will score a 70% or higher for next year.		

Instructor Name (Last Name, First Name)	Course Prefix	Course Code	Degree Program	PLO	Writes 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	Link to Fall 2024 Assessment	Link to Spring 2024 assessment
<b>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</b>														
Example: Shurley, Robert						This assessment is evaluated using a rubric	15	2	5	33%	Goal Not Met	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/189vADyngYgDuoVwskD-ytlFSG-jumGt9BhEDHMt4/odt/1vsc-sharing">https://docs.google.com/spreadsheets/d/189vADyngYgDuoVwskD-ytlFSG-jumGt9BhEDHMt4/odt/1vsc-sharing</a>
Shelia Priest	SOC	2213	AASCJ#8	AGS #3; AA#3; TC GS #3; ASB #7; ASLAS#3; ASCJ#7; Social Sciences	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students completing the assessment will score a 80% or higher. Students will complete an essay demonstrating their research/analytical abilities over a particular culture. This assessment is evaluated using a rubric	60	5	48	80%	Goal Met	A more rigorous rubric will be created.		
Shelia Priest	SOC	2213	AASPT#6	AGS #3; AA#3; TC GS #3; ASLAS#3	Evaluate diverse perspectives and cultures	70% of students completing the assessment will score a 80% or higher. Students will complete an essay demonstrating their research/analytical abilities over a particular culture. This assessment is evaluated using a rubric	60	5	48	80%	Goal Met	A more rigorous rubric will be created.		
Shelia Priest	SOC	2233	TC GS #3; ASLAS#3	AGS #3; AA#3; TC GS #3; ASLAS#3	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students completing the assessment will score a 80% or higher. Students will present a speech demonstrating their research/analytical abilities over a particular culture. This assessment is evaluated using a rubric	9	1	8	89%	Goal Met	How well the rubric is being followed when grading will be assessed.		
Shelia Priest	SOC	2223	AASCJ#8	AGS #3; AA#3; TC GS #3; ASLAS#3; Social Sciences	Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	70% of students completing the assessment will score a 80% or higher. Students will complete an essay demonstrating their research/analytical abilities over a particular culture. This assessment is evaluated using a rubric	21	0	13	62%	Goal Not Met	I will make instructions more explicit and clarify points of confusion for students.		

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<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<b>Examples of Continuous Improvement.docx</b>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/190VnD0y8YdDwWxp0-ydF5d-JomCnR8ahCQM1tdAed/Part-3-sharing">https://docs.google.com/spreadsheets/d/190VnD0y8YdDwWxp0-ydF5d-JomCnR8ahCQM1tdAed/Part-3-sharing</a>
Noorhoek, Elizabeth	RN	2012	AASRN#3		Demonstrate professional nursing identity through guided reflection of nursing care.	80% of students completing this clinical course will receive a score of 75% or higher. Students will complete a clinical guided reflection following each clinical day experience that will be scored according to a rubric.	0	0	0	#DIV/0!				
Tetrick, Brenda	RN	2012	AASRN#3		Demonstrate professional nursing identity through guided reflection of nursing care.	80% of students completing this clinical course will receive a score of 75% or higher. Students will complete a clinical guided reflection following each clinical day experience that will be scored according to 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.		
Weeks, Charlyce	RN	2012	AASRN#3		Demonstrate professional nursing identity through guided reflection of nursing care.	80% of students completing this clinical course will receive a score of 75% or higher. Students will complete a clinical guided reflection following each clinical day experience that will be scored according to a rubric.	6	0	6	100%	Goal Met	Continue to work with students on critical thinking skills.		
Whitney, Mattie	RN	2012	AASRN#3		Demonstrate professional nursing identity through guided reflection of nursing care.	75% of students completing this course will score a 75% or higher overall score on their guided reflection assignments. This assignment utilizes critical thinking to evaluate if the student understands the pathophysiology of the patient's diagnosis and the nursing process to provide interventions that improve the overall health of the patient.	6	0	6	100%	Goal Met	A more rigorous rubric will be created		
Noorhoek, Elizabeth	RN	2022	AASRN#4		Demonstrate effective therapeutic communication.	80% of students completing this clinical course will receive a score of 75% or higher. Students will complete a clinical guided reflection following each clinical day experience that will be scored according to a rubric.				#DIV/0!				
Tetrick, Brenda	RN	2022	AASRN#4		Demonstrate effective therapeutic communication.	80% of students completing this clinical course will receive a score of 75% or higher. Students will complete a clinical guided reflection following each clinical day experience that will be scored according to 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.		
Weeks, Charlyce	RN	2022	AASRN#4		Demonstrate effective therapeutic communication.	80% of students completing this clinical course will receive a score of 75% or higher. Students will complete a clinical guided reflection following each clinical day experience that will be scored according to a rubric.	8	0	8	100%	Goal Met	Continue to educate students on critical thinking skills.		
Whitney, Mattie	RN	2022	AASRN#4		Demonstrate effective therapeutic communication.	75% of students completing this course will score a 75% or higher overall score on the patient education section of the guided reflection. This section of the assignment shows that the student can communicate effectively when educating their patients.	7	0	7	100%	Goal Met	A more rigorous rubric will be created		
Layton, Janice	RN	2024	AASRN#2		Implement a prescribed plan of care by utilizing knowledge of evidence based practice	70% of students completing the course RN2024 will pass their NCLEX HESI Mental Health Exam with a score of 780 or above.	28	8	20	71%	Goal Met	Will continue to implement a prescribed plan of care by utilizing knowledge of evidence based practice in all nursing courses.		
Rhymer, Aaryn	RN	2034	AASRN#1		Apply clinical judgment skills to deliver safe nursing care.	75% of students completing this course will score a 75% or higher overall score on the analyzing cues section of the guided reflection. This section uses clinical judgement to analyze cues noticed during nursing care and assessment.	37	1	36	97%	Goal Met	Adherence to a rubric for scoring along with remediation opportunities		
Layton, Janice	RN	2044	AASRN#5		Evaluate advocacy skills for patients and family.	70% of students completing the course RN2044 will pass their NCLEX HESI Exam A with a score of 780 or above.	17	0	9	53%	Goal Not 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 completing this course will score a 75% or higher overall score on the patient education section of the guided reflection. This section of the assignment shows that the student can communicate effectively when educating their patients.	16	0	16	100%	Goal Met	Will continue to implement a prescribed plan of care by utilizing knowledge of therapeutic communication in all nursing courses.		

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<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	<b>Goal Not Met</b>	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/190VsDyhgVvDvWvWnKD-yvI5Sd-IomGnG9ahFQMY04xgDhWae-sharng">https://docs.google.com/spreadsheets/d/190VsDyhgVvDvWvWnKD-yvI5Sd-IomGnG9ahFQMY04xgDhWae-sharng</a>
Woods, April	TECH	TC MM #1; 1012 AASMM #1			Be employable in an entry-level boat manufacturing position.	80% of students in the course will receive an evaluation of 80% or higher on a hands-on exercise.	A mock interview will be used in determining employability criteria.	9	0	8	89%	Goal Met	Even though the goal was met, I will continue the activity to gather more data. The interviewers graded the students fairly; however, I received a lot of feedback on the students non-verbal communication and nervous energy. I will increase focus on these areas to help students understand the importance of non-verbal communication during an interview.	
Woods, April	TECH	1012 TC Mech#7 AASWeld #3.			Composition and Oral Communication. Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences	80% of students in the course will receive an evaluation of 70% or higher on a selected assignment.	Students will submit a cover letter that will be used to assess their composition and communication abilities.	9	1	6	67%	Goal Not Met	Continue the activity to gather more data	
Woods, April	TECH	1012 AASAuto #8				Course does not cover this PLO								
Williams, Anthony	TECH	AASWeld #3; TC 1032 Weld #3			Read and interpret fabrication blueprints to create layouts to specifications.	80% of students will score a 70% or better	This will be visual evaluated by a project that the students will put together I will check to see they have saved/uploaded 10 unique pieces and their associated technical drawing to their named folder in the Fusion data center / cloud storage.	8	0	6	75%	Goal Not Met	Continue the activity to gather more data	
Hustead, Dane	TECH	AASMech #3; TC 1044 Mech #3			Demonstrate basic computer skills, navigation, and software skills related to control systems.	80% of students will complete at least 10 lego block 3D models with associated technical drawings from the group/class project	I will check to see they have saved/uploaded 10 unique pieces and their associated technical drawing to their named folder in the Fusion data center / cloud storage.	23	0	23	100%	Goal Met	Adjust activity to something more difficult	
Hustead, Dane	TECH	AASWeld #2; TC 1044 Weld #2			Demonstrate the ability to make accurate measurements to within 1/16" tolerance using a tape measure and utilize essential mathematical concepts required in the welding, fabrication, and manufacturing industries.	80% of students will complete at least 10 lego block 3D models with associated technical drawings from the group/class project	I will check to see they have saved/uploaded 10 unique pieces and their associated technical drawing to their named folder in the Fusion data center / cloud storage.	23	0	23	100%	Goal Met	Adjust activity to something more difficult	
Hustead, Dane	TECH	TC MM #3; AASMM #3.			Demonstrate use of various industry-recognized tools and equipment.	80% of students will complete at least 10 lego block 3D models with associated technical drawings from the group/class project	I will check to see they have saved/uploaded 10 unique pieces and their associated technical drawing to their named folder in the Fusion data center / cloud storage.	23	0	23	100%	Goal Met	Adjust activity to something more difficult	
Swanson, Paul	TECH	AASMech #1; TC Mech #1; CP 1404 Mech #1			Students will comprehend and communicate using standard technical and engineering terminology. Develop and demonstrate a basic level of proficiency using existing knowledge, documentation, observation and measurements aimed at generating an efficient process of troubleshooting and identifying the failure source within a control system	80% of students in the course will receive an evaluation of 70% or higher on a selected test..	A vocabulary exam will be used to assess this objective	4	1	4	100%	Goal Met	Continue the activity to gather more data	
Swanson, Paul	TECH	2324 AASMech #6				80% of students in the course will receive an evaluation of 70% or higher on a Troubleshooting Lab..	A written Lab report will be turned in.	3	0	3	100%	Goal Met	Continue the activity to gather more data	
Swanson, Paul	TECH	AASMech #2; TC Mech #2; CP 2424 Mech #2			Conduct Standard tests, measurements, and experiments using appropriate instruments, settings, and tools where necessary.	80% of students in the course will receive an evaluation of 70% or higher on a hand-on exercise	A rubric will be used to evaluate student learning.	7	0	7	100%	Goal Met	Continue the activity to gather more data	
Swanson, Paul	TECH	2444 AASMech #5			Demonstrate proficiency recognizing potential hazardous situations, proper use of personal protective equipment (PPE), and appropriate Lockout/Tagout/ Block-out procedures.	80% of students will receive a 90% or above on a safety test	A written test will be used to evaluate student learning	3	0	3	100%	Goal Met	Continue the activity to gather more data	

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<b>Example: Shurley, Robert</b>					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	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://docs.google.com/spreadsheets/d/199VsD0y7yE8bzWw9jD-yytFSd-jomGn9ahEQMY04r-jdt7wqg-sharing">https://docs.google.com/spreadsheets/d/199VsD0y7yE8bzWw9jD-yytFSd-jomGn9ahEQMY04r-jdt7wqg-sharing</a>
Not on the schedule	THEA	2503	ASCJ#7	AA#3: TC GS #3, ASB #7, ASLAS#3; Social Sciences						#DIV/0!				

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<b>Example: Shurley, Robert</b>					<b>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</b>	<b>This assessment is evaluated using a rubric</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>33%</b>	Goal Not Met	<a href="#">Examples of Continuous Improvement.docx</a>	<a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	<a href="https://nces.gov/ipeds/data/ipeds-data-quick-look/tables/ipeds_data_tool.asp">https://nces.gov/ipeds/data/ipeds-data-quick-look/tables/ipeds_data_tool.asp</a> <a href="#">Fall 2024 Institutional Assessment Template.xlsx</a>	
Thomason, Stephen	WELD	1024	#1		AASWeld #1, TC Weld #1, CP Weld	Demonstrate safe and proper use of welding, cutting and grinding equipment.	100% of students will achieve a 70% or better on a 7018 pad on plate assignment.	This will be graded using a weld from the set list	5	0	5	100%	Goal Met	I would raise the goal to a score of 85%	
Thomason, Stephen	WELD	1204	#2		AASWeld #4, TC Weld #4, CP MIGWeld#1, CP	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 score at or above a 70% on the spray arc multi-pass assignment	This assignment can be evaluated using the NC3 rubric	8	0	8	100%	Goal Met	I would raise the goal to a score of 85%	
Thomason, Stephen	WELD	1204	AASAuto#5		TC Weld #5, CP Weld #5, AASWeld	Students will express and implement all safety rules and procedures across the full scope of their field.	80% of students will score at or above a 70% on the spray arc multi-pass assignment	There is an assessment in NC3 for safety	8	0	8	100%	Goal Met	I would raise the goal to a score of 85%	
Williams, Anthony	WELD	1404	#5		TC Weld #5, CP Weld #5, AASWeld	Identify the cause of various weld defects including slag inclusions, porosity, undercut and cracking.	100% of students will achieve a 70% or better on a 2" Weld T joint	We will use the NC3 Rubric on these	19	3	19	100%	Goal Met	Would like to shift the score from 70% to 75% and say 80% of the students would meet the new goal	