

Program Assessment Results Fall 2022

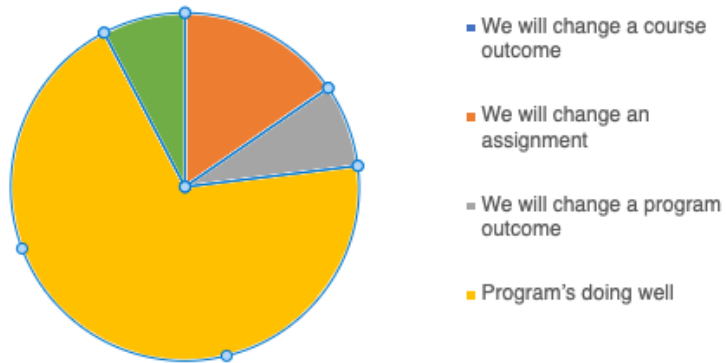
School: Business & Industry

| Program | Page |
|-------------------------|----------------|
| Accounting | |
| Automotive Technology | MISSING |
| Business Administration | |
| Business Management | |
| Computer Aided Design | MISSING |
| Culinary Arts | |
| Electrical | |
| Hospitality Management | |
| HVAC | |
| Paralegal | |
| Welding | |

Total Artifacts: 111

Total Passing: 87 (74%)

What will your program do because of this semester's GEN ED assessment?



COMMENTS:

- Concentrate on additional teaching methods

What will your program do because of this semester's PROGRAM assessment?



ACTIONS:

- Spend additional time on research methods

Describe your program's GEN ED change or improvement



■ Stay the same for Spring 2023 Change Assignment
■ Change Teaching Methods ■ Still Deciding

COMMENTS:

Describe your PROGRAM's change or improvement



■ Stay the same for Spring 2023 Change Assignment
■ Change Teaching Methods ■ Still Deciding

ACTIONS:

Program Name: Accounting
 Faculty Lead: Meredith Koncz
 General Education outcome(s) assessed: Analyzing Problems
 Program outcome(s) assessed: Analyze accounting data and information for decision making.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|---|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment chosen was the Financial Analysis Project for ACCT 151. Students select a public company to potentially invest in. Students then completed 8 financial ratios using the financial statements. The students would then analyze the results and determine if they would want to invest in the company. We look for students to be able to find the information needed for the ratios on the financial statements and accurately complete the ratios. Students would then analyze and interpret the meanings of the ratios to determine whether they would want to invest. We wanted to determine if students were able to analyze the results of the ratios and come to correct assumptions.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>30 student artifacts were collected. 14 students were Accounting majors. They were scored using the rubric provided by the college. Regarding program outcomes, accounting majors scored a 3.4/4. For the general education outcomes regarding analysis, accounting students scored a 3.8/4. Overall, we are happy with the results and plan on continuing to use this project in the future.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the project is successful, and students can accurately complete the ratios and determine whether to invest. I discussed the results with the other adjuncts when I helped set up the Spring 2023 courses. The program will continue to use this project in the ACCT 151 course.</p> |

Program Name: Business Administration

Faculty Lead: Anita Dickson

General Education outcome(s) assessed: Analyzing Problems

Program outcome(s) assessed: Explain and apply general business concepts in the area of accounting

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment chosen was the Financial Analysis Project for ACCT 151. Students select a public company to potentially invest in. Students then completed 8 financial ratios using the financial statements. The students would then analyze the results and determine if they would want to invest in the company. We look for students to be able to find the information needed for the ratios on the financial statements and accurately complete the ratios. Students would then analyze and interpret the meanings of the ratios to determine whether they would want to invest. We wanted to determine if students were able to analyze the results of the ratios and come to correct assumptions.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>14 students were Business Administration majors. They were scored using the rubric provided by the college. Regarding program outcomes, business administration majors scored a 3.6/4. For the general education outcomes regarding analysis, students scored a 3.5/4. Overall, we are happy with the results and plan on continuing to use this project in the future</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the project is successful, and students can accurately complete the ratios and determine whether to invest. The accounting professor discussed the results with the other adjuncts when she helped set up the Spring 2023 courses. The Business Administration program will continue to use this project in the ACCT 151 course.</p> |

Program Name: Business Management

Faculty Lead: Anita Dickson

General Education outcome(s) assessed: Analyzing Problems

Program outcome(s) assessed: Explain and apply general business concepts in the area of management

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment chosen was the Human Resources Management course case study project. Students were given a human resources case study to identify problems and causes. They were then to develop and evaluate potential solutions that would resolve the causes identified. The students were then to select the best alternative and develop an appropriate action plan to implement the selected alternative.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>18 Business Management student artifacts were collected. They were scored using the rubric provided by the college. Regarding the general education and business management program outcomes, the business management students scored a 3.8 /4. Overall, we are pleased with the results and plan on continuing to use this case study approach in the future.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the project is successful in integrating the conceptual human resources content with a analysis and problem solving skill set. This case study is an end of the semester project and will continue to be a culminating experience in the course.</p> |

Program Name: Culinary Arts

Faculty Lead: Tyler Baxter

General Education outcome(s) assessed: Analyze and Solve Problems

1. Program outcome(s) assessed: Apply the basic principles of menu planning, purchasing, and costing techniques to create a profitable business operation.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|---|---|
| <p>The students are already required to complete a Final Practical examination that encompasses all material that has been covered throughout the program. Individually, each student will be required to choose a list of 10 ingredients/food items to create a fully composed dish to be featured in a Tasting Menu format, which will be served to friends/family of the students as well as donors to the culinary program. The students are required to not only curate their list of ingredients, but also create a fully functional order guide, as well as full costing for every component of the finished product. An existing rubric exists that will be used to accurately assess all factors of the corresponding assignment, to ensure equal opportunity for success for every student.</p> | <p>This assignment was graded on a 4 category rubric, including proper formatting of the written recipes, their delivery of information to their classmates, and guests, as well as how accurate the food costing portion of this meal was.</p> <p>The goal was for 75% of the class to have an 80% or above, and the results achieved came out to be an entire class average of an 78.2%</p> | <p>I learned quite a bit from this assignment, and those pieces of information will be utilized to update and maintain relevance according to current and updating world trends, and needs of the student population. We will certainly re-tool some of the assignment and lead up assignments to better prepare the students for the solo work that is required of them.</p> |

Program Name: Electrical
 Faculty Lead: Ron Fornarotto
 General Education outcome(s) assessed: Analyze and Solve Problems
 Program outcome(s) assessed:

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|---|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were asked to design and build a real world parking lot lighting circuit controlled by a photo sensor.</p> <p>PLO:</p> <p>Demonstrate skills in collecting, analyzing and applying technical information.</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Seven students participated. Scores were based on designing a circuit to match the parameters of the lab, and also building and wiring the lab to perform as expected. Five students passed and two failed.</p> <p>The results of this lab reflect on the students participation in the class and willingness to excel.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>This type of lab demonstrates to the students the type of work an electrician is tasked with on a daily basis. Students were shown how to take a complicated project and be able to simplify it into several components and eventually complete the task.</p> <p>This skill is necessary for a successful career in the industry and we will continue to do labs like this in the future.</p> |

Program Name: Hospitality Management

Faculty Lead: Rebecca Heid

General Education outcome(s) assessed: Analyze and Solve Problems

Program outcome(s) assessed: Formulate business decisions in hospitality and tourism management.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|--|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent of the assignment was for students to solve an industry problem for a local resort. Through the information gathered by the resort, students analyzed four potential strategic ideas and narrowed them down to one strategic marketing idea for the resort. A full marketing plan was then completed on the strategic idea to solve the resort's problem.</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>The project was completed in teams and there were seven students total. The overall Analyze and Solve problems assessment was completed as individual rubrics. Overall, students reached an 80% (passing) in analyzing and solving problems.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Some students struggled in finding external sources to assist in organizing/ analyzing the issue. However, they were able to articulate the issue, they just struggled with the research end that assisted them in drawing that final solution.</p> <p>In the future, more time might need to be spent on proper research techniques.</p> |

Program Name: Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R)

Faculty Lead: Daniel Philipps

General Education outcome(s) assessed: Analyze and Solve Problems

Program outcome(s) assessed:

- Demonstrate observational, integrative and synthetic skills.
- Demonstrate a basic framework of technical vocabulary and graphics interpretation applicable to the area of equipment maintenance and design.
- Operate, program, troubleshoot, repair, and modify equipment and associated components commonly found in air conditioners, heat pumps, gas burners, oil burners and commercial refrigeration systems.
- Demonstrate the proper use of common mechanic tools and measuring gages used in HVAC/R construction and troubleshooting.
- Apply mathematics to solving equipment related problems.
- Analyze and present data in an acceptable and standardized manner.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were required to use manifold gauges, recovery equipment and scales, vacuum pumps, and temperature and electrical measuring equipment to conduct refrigerant recovery to EPA proscribed levels, system evacuation as per industry standards for certification, recharge systems with the correct refrigerants, measure amperage, and superheat/subcooling comparisons to pressure-temperature relationships to properly charge systems. These activities were</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Seven Labs: 9-1, 8-1/2/3, 10-2/3/4</p> <p>% Grade</p> <p>Eleven students passed.</p> <p>Due to repetition of the lab(s) activities over the course of three weeks, students were able to bring their final grading results up in</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We verified that this group of field applicable activities, is a strength of the HVAC/R program.</p> <p>Tabulation of nationwide certification results (activities are directly relevant) indicate that the program has a higher than average success rate.</p> <p>EPA Section 608 Air Conditioning & Refrigeration,</p> |

| | | |
|--|---|--|
| <p>conducted multiple times and documented on relevant lab sheets.</p> | <p>comparison to when they first started the group of exercises in the first week.</p> <p>This has been found to increase student success in the course and in EPA Section 608 Certification.</p> | <p>Certifications updated between August 01, 2017, and November 30, 2021</p> <p>NCC Results, CoreType IType IIType III 94%,88%,86%,75%</p> <p>National Results, CoreType IType IIType III 80%75%67%62%</p> <p>https://www.escogroup.org/</p> <p>Discussion with instructors about the quality of the labs indicated a need to update some of the testing equipment.</p> |
|--|---|--|

Program Name: Paralegal

Faculty Lead: David Gordon (Instructor) Amy VanVarick-Colarusso (faculty coordinator)

General Education outcome(s) assessed: Analyze and Solve Problems

Program outcome(s) assessed: Understand and apply substantive legal terminology and possible ethical considerations to develop requisite analytical skills necessary to function effectively in a legal work environment.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|---|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students are to research and draft a trial brief; utilizing the standard structure to form conclusions through legal analysis using the IRAC method to form legal arguments bolstering their representation of the legal issue at hand.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Based on the five (5) students; total point available 15 (15% of the total grade), 4 out of 5 students passed.</p> <p>Students struggled with the formatting and organizational structure of the document; many did not use all the legal authorities provided in the assignment.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Faculty will emphasize format and structure of document and review common errors made by students in drafting a trial brief.</p> |

Program Name: Welding

Faculty Lead: Dino Forst

General Education outcome(s) assessed: Analyze and Solve Problems

Program outcome(s) assessed: Apply knowledge mastered to troubleshooting and solving discipline and industry-related problems by analyzing and presenting data in an acceptable and standardized manner with proficient research and computer data gathering skills.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|---|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>To have the students identify the hazards present in electric arc welding and Oxy-acetylene cutting operations. Proper care of safety equipment and equipment related to electric arc welding. Students had to analyze and solve problems related to safety and health of welders, and equipment, as well as the welds they have created.</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>There were 11 students that participated. All were required to score 100% on safety and health of welders, and 75% on Electric arc welding written exams. Class average was 96% for both. These are the grades required by the American Welding Society to be eligible for the SENSE certification.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>How important safety and analyzing their weld is to be able to solve welding problems. Especially that most welders are judged on the appearance of their welds.</p> <p>The results were discussed with students and instructor in the classroom lecture.</p> <p>We will continue to use the AWS SENSE Certification for this assessment as it is the best the industry has to offer.</p> |

Business & Industry

Spring 2023 Program and Gen Ed Reporting Form

| PROGRAM | Program Head | INCLUDED IN PDF |
|-------------------------------|-------------------------|------------------------|
| Accounting | Meredith Koncz | YES |
| Automotive | Kevin Casey | YES |
| Business Administration | Anita Dickson | YES |
| Business Management | Anita Dickson | YES |
| CAD | Reginald Akpom | NO |
| Computer Science | TBA | NO |
| Construction Mgmt | Daniel Philipps | YES |
| Culinary Arts | Tyler Baxter | YES |
| Data Science | Celisa Counterman | NO |
| Director of Industry | Kenneth R. Nasatka | -- |
| Electrical | TBA | NO |
| Electromechanical | Gary George | NO |
| Electromechanical | Robert (Rick) Wolff | NO |
| Engineering | Bill Doney | NO |
| HCOA | TBA | NO |
| Hospitality | Rebecca Heid | YES |
| HVAC | Daniel Philipps | NO |
| Information Security | Brian Stokes | NO |
| Marketing | Wendi Achey | YES |
| Paralegal | Amy VanVarick-Colarusso | YES |
| Sport Management | Shannon Raymond | NO |
| Welding | Dino Forst | YES |
| Legal Studies | Amy VanVarick-Colarusso | NO |
| Math | Josiah Mount | NO |
| Networking Systems Technology | TBA | NO |

Program Name: Accounting
 Faculty Lead: Meredith Koncz

General Education outcome(s) assessed: Technology Outcome

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment chosen was a discussion board in BUSA 201. In the assignment, students must find an example of a graphical descriptive statistics online. The student must provide the URL and describe what the graph shows and their assessment/reflection. Students must use technology to discover graphical statistic examples. Students should be able to use the tools in the course to find the graphical statistics online and be able to communicate what they found to their peers.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>75 artifacts were collected. They were scored using the rubric provided by the college. For effectively using the appropriate technology to accomplish specific goals, the average score was a 3.5 out of 4. 84% of students scored over a 2 on this metric. For student discovers or learns new technologies, the average score was a 3.2 out of 4 and 77% of students scored higher than a 2. For actively and responsibly participates in online communities, the average score was a 3.5 out of 4 with 87% of students scoring over a 2. Overall, we are happy with the results and plan on continuing to use this discussion board in the future.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the discussion board is successful, and students can effectively use the technology. I discussed the results with the other adjuncts The program will continue to use this discussion board in BUSA 201.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We thought about other ways to analyze financial data through financial literacy topics. As of right now, no specific assignment has been developed.</p> |

Program outcome(s) assessed: Interpret Financial Data and Information

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|-------------------------------|-----------------------------|
|---|-------------------------------|-----------------------------|

| | | |
|--|---|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment chosen was a homework question from Chapter 5. The scenario asks students to interpret financial data and information by calculating the expected/probable rate of return, variance, and standard deviation given the data. Students should be able to find the correct answer for the problem and understand how to interpret it.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>12 artifacts were collected. They were scored on whether the student accurately interpreted financial data and information. The average score was a 3.9 out of 4 and 100% of the students passed the assignment. Overall, we are happy with the results and plan on continuing to use this homework question in the future.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the discussion board is successful, and students can effectively use the technology. I discussed the results with the other adjuncts The program will continue to use this discussion board in BUSA 201.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We thought about other ways to analyze financial data through financial literacy topics. As of right now, no specific assignment has been developed.</p> |
|--|---|--|

Please upload this form to this location: <https://forms.office.com/r/HPDYBibGCc>

Program Name: Automotive Technology

Faculty Lead: Kevin Casey, Assistant Joe Spadafora Program Manager

General Education outcome(s) assessed: Analyze and Solve Problems

Program outcome(s) assessed: PLO#3 Exhibit logical thinking throughout essential areas of automotive diagnostics, using published technical information to repair a vehicle while meeting manufacturer's specifications.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|---|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will be required to diagnose an HVAC system using special tools and the Strategy Based Diagnostic Repair Matrix.</p> <p>Also, students will take a Strategy Based Diagnosis assessment to help determine their understanding of SBD.</p> <p>We have identified expected results of 70% of students achieving a score of 75% or higher, indicates adequate proficiency.</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>A total of 26 students participated in the assessment.</p> <p>22 students, (85%) achieved a passing score</p> <p>18 students, (69%) achieved a proficient score of 75% or higher.</p> <p>8 students, (30%) received a less than proficient score of 63% or lower.</p> <p>4 students, (15%) failed the assessment.</p> <p>These results are typical of this assessment considering the rigor of the tasks.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Since accurate diagnosis is critical to successful outcomes, we set an ambitious goal to help determine proficiency in understanding and using Strategy Based Diagnosis.</p> <p>Program faculty met and analyzed the results. It was determined the percentage of students that were proficient was congruent with past performance. It was also concluded, students who did not meet proficiency were also poor performers overall. Therefore, we believe that our proficiency goal was appropriate, and only minor changes will need to be made moving forward. As a team, we also discussed our pedagogy around this topic and what modifications we could make to promote student success in the future. We concluded we will continue to expand and reinforce SBD in all courses that involve a diagnostic approach. Overall, we were satisfied with the outcomes and student performance.</p> <p><u>What did you do with last semester's results?</u></p> <p>We reviewed the results of last semester's assessment with the adjunct professor who taught the course, and the automotive faculty. It was determined the writing assignment utilized was adequate to assess communicating and understanding diversity.</p> |

Program Name: Business Administration

Faculty Lead: Anita Dickson

General Education outcome(s) assessed: Technology Outcome

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment chosen was a discussion board in BUSA 201. In the assignment, students must find an example of a graphical descriptive statistics online. The student must provide the URL and describe what the graph shows and their assessment/reflection. Students must use technology to discover graphical statistic examples. Students should be able to use the tools in the course to find the graphical statistics online and be able to communicate what they found to their peers.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>54 artifacts were collected. They were scored using the rubric provided by the college. For effectively using the appropriate technology to accomplish specific goals, the average score was a 3.3 out of 4. 80% of students scored over a 2 on this metric. For student discovers or learns new technologies, the average score was a 3.0 out of 4 and 70% of students scored higher than a 2. For actively and responsibly participates in online communities, the average score was a 3.4 out of 4 with 85% of students scoring over a 2. Overall, we are happy with the results and plan on continuing to use this discussion board in the future.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the discussion board is successful, and students can effectively use the technology. The program will continue to use this discussion board in BUSA 201.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We are thinking of additional ways to introduce Bus. Admin students to other types of technology.</p> |

Program outcome(s) assessed: Demonstrate and understanding of basic computer, information systems and web applications.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment chosen was a discussion board in BUSA 201. In the assignment, students must find an example of a graphical descriptive statistics online. The student must provide the URL and describe what the graph shows and their assessment/reflection. Students must use technology to discover graphical statistic examples. Students should be able to use the tools in the course to find the graphical statistics online and be able to communicate what they found to their peers.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>46 artifacts were collected. They were scored using the rubric provided by the college. The average score was 3.4 out of 4 and 78% of the students passed the assessment. Overall, we would hope that at least 80% of Business Administration students but we are pleased with the results so far.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the discussion board is successful, and students can effectively use the technology for the most part. We will continue to use the discussion board in BUSA 201. But we will also explore other ways to introduce technology in the program.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We are thinking of additional ways to introduce Bus. Admin students to other types of technology.</p> |

Please upload this form to this location: <https://forms.office.com/r/HPDYBibGCc>

Program Name: Business Management

Faculty Lead: Anita Dickson

General Education outcome(s) assessed: Technology

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|---|---|
| <p data-bbox="100 282 722 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 391 722 808">The course chosen was BUSA260, The International Business Practice Firm. Students will learn and manage multiple web based systems in conducting the Virtual Business, Unplugged Inc. and demonstrate mastery in creating a final portfolio including accomplishments and artifacts. The systems to be mastered include: Gmail for communication and the class shared Google Drive documents to monitor and update all business transactions, and the Virtual Enterprise Network (VE International) to identify all business transactions and acquire contacts around the world.</p> | <p data-bbox="751 282 1373 383">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 428 1373 773">11 artifacts were collected. They were scored using the rubric provided by the college. For effectively using the appropriate technology to accomplish specific goals, the average score was 3.5 out of 4. 100% of students scored over 2. For student discovers or learns new technologies, the average score was a 3.3 out of 4 and 100% of students scored higher than a 2. We did not include actively participates in online communities. Overall, the results were excellent.</p> | <p data-bbox="1402 282 1995 383">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 428 1995 594">We learned that the capstone course provides many opportunities to use various systems that are prevalent in the "Work World". The students were able to learn and also refresh technical skills using a variety of systems.</p> <p data-bbox="1402 639 1995 703"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 748 1995 849">We do use social media in the firm but get very little interaction. This may be something we can address in future semesters.</p> |

Program outcome(s) assessed: Demonstrate proficiency in current office and web based information systems technology.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The course chosen was BUSA260, The International Business Practice Firm. Students will learn and manage multiple web based systems in conducting the Virtual Business, Unplugged Inc. and demonstrate mastery in creating a final portfolio including accomplishments and artifacts. The systems to be mastered include: Gmail for communication and the class shared Google Drive documents to monitor and update all business transactions, and the Virtual Enterprise Network (VE International) to identify all business transactions and acquire contacts around the world.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>11 artifacts were collected. They were scored using the rubric provided by the college. The average score was 3.3 out of 4 and 100% of the students passed the assessment. Overall, we are pleased with the results.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned that the capstone course provides many opportunities to use various systems that are prevalent in the "Work World". The students were able to learn and also refresh technical skills using a variety of systems.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We do use social media in the firm but get very little interaction. This may be something we can address in future semesters.</p> |

Please upload this form to this location: <https://forms.office.com/r/HPDYBibGCc>

Program Name: Construction Management

Faculty Lead: Daniel Philipps

General Education outcome(s) assessed: Technology

Program outcome(s) assessed:

- Integrate health and safety issues within the confines of regulatory compliance and current industry standards to the construction industry.
- Utilize effective written and oral communication skills.
- Apply legal and ethical principles related to the construction industry.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were required to research (course, internet, industry, and OSHA resources) to prepare and present to the class at least two to three agricultural, commercial, or industrial accidents. Including causes, investigations, regulations, and the charges/fines levied (if any).</p> <p>This assignment counted as 50% of the Final Exam grade. Recommendation was to utilize our Learning Center if assistance was needed in preparing.</p> <p>The presentation converted to pdf form was required to be uploaded to the Week 14 assignment link.</p> <p>This assignment required:</p> <ul style="list-style-type: none">• Research• Presentation preparation using Tech tools• Oral and written preparation using standard industry technology.• Applying their personal evaluation of the legal and moral efficacy of the incidents. | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Presentation requirements:</p> <ul style="list-style-type: none">• Last no more than 10 minutes per person (7-10 minutes on average). Screen sharing enabled to see what is presented.• Rehearsed presentation to verify timing and verbal presence.• Format in PPT, Prezi, or such.• Relevant pictures on slides with the research.• Final slide(s) listing sources.• Additional instruction: "Wikipedia is fine to start your research but IS NOT suitable for final citation. Use source documents, internet articles, and such." <p>All students passed with an overall class average of 86%</p> <p>Specific percentage numbers (13 students): 90, 90, 80, 90, 85, 100, 85, 85, 80, 75, 100, 75, 85</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Since I was the only instructor, no discussion was engaged, but my evaluation of the assignment was that it was a success and will be continued when the course is next offered (SP24)</p> <p><u>What did you do with last semester's results?</u></p> <p>This was a new assignment within the context of the course. No previous parameters to compare.</p> |

Program Name: Culinary Arts

Faculty Lead: Tyler Baxter

General Education outcome(s) assessed:

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|--|
| <p>The assignment used was intended for students to work by themselves as well as collaboratively to achieve an understanding of a globally inspired menu and how everything comes together much easier when working in tandem with the rest of the team.</p> <p>This was used in hopes to learn better and more practical ways to keep students engaged when forced to work with other individuals from a variety of backgrounds.</p> | <p>A total of 13 total artifacts were used in this assessment, scores were determined with a specific rubric just for this assignment that focused on teamwork and proper planning and time management techniques.</p> <p>100% of the students passed this assignment, with a median score of 87%.</p> | <p>We learned that when put together in appropriate “groups” the students tended to thrive much more and the work output was at a higher level. We will continue to evaluate and assess the best way to group students to force them out of there comfort zone as well as make them feel safe and with the ability to succeed and thrive for the respective assignment.</p> <p><u>Changes were already made to ensure the success of the assignment based on proper groupings of students.</u></p> |

Program outcome(s) assessed:

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|--|--|
| <p>The program outcome that was assessed was “Demonstrate the ability to organize a food preparation workstation based on menu items to be prepared. ” and this was achieved and assessed by forcing all of the students in the class to accurately convey to me the purpose, intent, and plan for execution of the final meal that was being prepared.</p> <p>The hopes of this are to better ensure that our students are aware and capable of being able to manufacture and communicate a list of needs and to-be-done’s with other people in the kitchen.</p> | <p>A total of 13 total artifacts were used in this assessment, scores were determined with a specific rubric just for this assignment that focused on teamwork and proper planning and time management techniques.</p> <p>100% of the students passed this assignment, with a median score of 87%.</p> | <p>We learned that when put together in appropriate “groups” the students tended to thrive much more and the work output was at a higher level. We will continue to evaluate and assess the best way to group students to force them out of there comfort zone as well as make them feel safe and with the ability to succeed and thrive for the respective assignment.</p> <p><u>Changes were already made to ensure the success of the assignment based on proper groupings of students.</u></p> |

Program Name: Hospitality Management
 General Education outcome(s) assessed:

Faculty Lead: Rebecca Heid

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|---|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent is for the students to be exposed to multiple different programs and technology through a project. The students use Canva, Google Forms, Excel, and Word to develop a restaurant menu, a restaurant survey, Excel sheets for labor and sales, and a restaurant design of BOH and FOH.</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>I found that most students effectively use the appropriate technology and easily learns new technologies. In this assignment, students developed a Google Survey. They learned the development and the ability to read responses. After that, they wrote a paper describing the results and actions that needed to be taken for their restaurant.</p> <p>Where I found the students lacking were the discussion boards. Students did not follow complete directions, post on time, or answer questions. Their initial posts were excellent, but the quality decreased as their posts increased.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Students come through high school only using Google docs. They are unaware of any Microsoft programs. Consider the use of Echos or short video tutorials to assist them in using new technology.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Use Echo to show students how they can use different technology to develop their menus, FOH and BOH designs.</p> |

Program outcome(s) assessed:

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|---|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent is for the students to use creative thinking and develop their own restaurant concept. The semester projects take them through the process by exposing them to multiple different programs and technology through a project. The students use Canva, Google Forms, Excel, and Word to develop a restaurant menu, a restaurant survey, Excel sheets for labor and sales, and a restaurant design of BOH and FOH.</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Use of Technology – Spring 2022 (FOOD123 and HOSP212)</p> <ul style="list-style-type: none"> - HOSP212 Excel Sheets Excel formulas = 96% - FOOD123 for Restaurant Project – 95% <p>Use of Technology – Spring 2023 (FOOD123 and HOSP212)</p> <ul style="list-style-type: none"> - HOSP212 Excel Sheets Excel formulas = 94% | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Delete some discussion boards or combine them. I need to do some more research to see if discussion boards are working. I feel it does make them research since part of my discussion board posts are depended on articles, videos, and current events.</p> |

| | | |
|--|--|--|
| | <ul style="list-style-type: none">- FOOD123 Google Doc Survey and Discussion Boards – 88% by GE rubric- FOOD123 Google Doc Survey and Discussion Boards – 92% by class rubric | <p><u>What did you think about or change because of last semester's results?</u></p> <p>Delete some discussion boards or combine them.</p> |
|--|--|--|

Please upload this form to this location: <https://forms.office.com/r/HPDYBibGCc>

Program Name: Marketing
 Faculty Lead: Wendi Achey

General Education outcome(s) assessed: Technology

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|---|---|--|
| <p>Students will design a cohesive marketing strategy, effectively combining the marketing mix elements of product, price, promotion and place (distribution). Students developed a written and oral presentation for Keenan-Nagle Advertising for their client Embassy Bank. Students were assessed on their oral, communication and technological skills in developing and Integrated Communication Campaign Project (IMC).</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Five (5) student artifacts were used to assess the IMC project. Rubrics were created to assess students on oral and written skills on integrating technology into the project. All five (5) students passed the assessment – meeting the benchmark.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do? Faculty learned that students were comprehending and applying the technology skills required for the program.</p> <p><u>What did you think about or change because of last semester's results?</u> Further review may result in even more specific use of applicable technology.</p> |

Program outcome(s) assessed: Students will design a cohesive marketing strategy, effectively combining the marketing mix elements of product, price, promotion and place (distribution).

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will design a cohesive marketing strategy, effectively combining the marketing mix elements of product, price, promotion and place (distribution).</p> | <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Five (5) student artifacts were used to assess the IMC project. Rubrics were created to assess students on oral and written skills on integrating technology into the project. All five (5) students passed the assessment – meeting the benchmark</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do? Faculty learned that students were comprehending and applying the technology skills required for the program.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Further review may result in even more specific use of applicable technology.</p> |

Program Name: Paralegal, AAS

Faculty Lead: Dr. Amy R. VanVarick-Colarusso (David Gordon, Professor)

General Education outcome(s) assessed: TECHNOLOGY

| Describe the Assignment/Assessment Method | <i>Results and Summative Remarks</i> | Recommendations/Action Plan |
|--|---|--|
| <p>Students were asked to provide legal authority using Westlaw on four different fact patterns/problems; use the IRAC method to apply that legal authority to pertinent or key facts of the problem to arrive at a conclusion and to provide any pertinent counter-analysis. This final project was designed to test the students on all the concepts and skills taught through the semester to research and analyze a legal issue.</p> | <p>Four (4) students participated in the final research project. Each problem was broken down into subparts worth up to six (6) points each All students passed and showed a basic understand of how to research and analyze a legal issue.</p> | <p>The faculty lead found that having the students participate researching and analyzing sample fact problems using Westlaw to prepare for the final research project useful and will continue to do so.</p> |

Program outcome(s) assessed: (4) Demonstrate the ability to use appropriate technology to enhance one's value to a legal work environment.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|--|
| <p>Students were asked to provide legal authority using Westlaw on four different fact patterns/problems; use the IRAC method to apply that legal authority to pertinent or key facts of the problem to arrive at a conclusion and to provide any pertinent counter-analysis. This final project was designed to test the students on all the concepts and skills taught through the semester to research and analyze a legal issue.</p> | <p>Four (4) students participated in the final research project. Each problem was broken down into subparts worth up to six (6) points each All students passed and showed a basic understand of how to research and analyze a legal issue</p> | <p>The faculty lead found that having the students participate researching and analyzing sample fact problems using Westlaw to prepare for the final research project useful and will continue to do so.</p> |

Please upload this form to this location: <https://forms.office.com/r/HPDYBibGCc>

Program Assessment Results Fall 2022

School: STEM

| Program | Page |
|-------------------------------|-------------|
| Biological Science | |
| Information Technology | |
| Mathematics | |
| Networking Systems Technology | |

Total Artifacts: 48

Total Passing: 33 (69%)

What will your program do because of this semester's GEN ED assessment?



- We will change a course outcome
- We will change an assignment
- We will change a program outcome
- Program's doing well

COMMENTS:

What will your program do because of this semester's PROGRAM assessment?



- We will change a course outcome
- We will change an assignment
- We will change a program outcome
- Program's doing well

COMMENTS:

Describe your program's GEN ED change or improvement



■ Stay the same for Spring 2023 ■ Still Deciding

ACTIONS:

Describe your PROGRAM's change or improvement



■ Stay the same for Spring 2023 ■ Still Deciding

ACTIONS:

Program Name: Biological Sciences / Environmental Science

Faculty Lead: Leiser

General Education outcome(s) assessed: "Analyze & Solve Problems..."

Program outcome(s) assessed:

- Understand fundamental concepts of Environmental Science, interrelating the functions of living and nonliving systems and the role of humans in the environment.
- Demonstrate oral and written communication skills necessary for sharing discipline-specific knowledge and communicating professionally.
- Conduct scientific inquiry and research on environmental topics as those topics relate to science, technology, and society.
- Proficiently function in laboratory and field settings, demonstrating proper field techniques and using modern scientific instrumentation, including sampling and measuring devices as well as computer technology.
- Understand the use of the scientific method to interpret scientific data and make policy recommendations based on the data.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|--|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment, "Stand Analysis," is a capstone-style project designed to assess the students' ability to take quantitative data in a field environment, analyze and extrapolate those data, and interpret their findings in a technical report. The report must demonstrate a practical application of the data as related to resource/ecosystem management.</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Eight artifacts (project submissions) were assessed with two students failing and six passing.</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The faculty learned that students continue to struggle with the practical application of principles covered throughout their science courses. The program faculty will continue to emphasize the importance of connecting class and laboratory work to "real world" situations.</p> |

| | | |
|--|--|--|
| <p>The hope is to learn that students have learned something by the time they have completed their elective program courses.</p> | | |
|--|--|--|

Program Name: Information Security

Faculty Lead: Brian Stokes

General Education outcome(s) assessed: Engage in Ethical Questions

Program outcome(s) assessed: Describe information security risks and legal and ethical issues facing today's organizations.

| Describe the Assignment/Assessment Method | Results and Summative Remarks | Recommendations/Action Plan |
|--|--|---|
| <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students are asked to write a short research paper on a topic covered in the Law/Ethics class (CISC280)</p> | <p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>15 (out of 18) students submitted papers. Average score was 70 out of 75 possible points. Most students had no problem selecting an appropriate topic and articulating their arguments and conclusions. The few students who had below average scores were either referred to the learning center for writing help or provided the TurnItIn report showing that too much of the material was not original (ironic in an ethics class).</p> | <p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>I was the only faculty member teaching the class in the fall. Only four students did not earn at least 90% on the assignment, so no changes are planned.</p> |