Mid Plains Community College 2013-2014 Assessment Report: A Work In Progress

McCook Community College
North Platte Community College
Extended Campuses:
Broken Bow
Imperial
Ogallala
Valentine

Assessment: A Work In Progress

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APPENDIX

Introduction

On October 4, 2013 MPCC's annual Fall Enrichment day focused on assessment in instructional and non-instructional areas. Information included in this report is a direct result of the work faculty and staff started on that day.

Criteria for Inclusion

The criteria for inclusion is simple: results. Areas represented in this report not only set goals, measurements, and expectations, but took steps to analyze and apply the information collected.

Exclusion from report does not equal non-participation in MPCC's assessment process. Areas not represented in the 2013-2014 report are still in the beginning stages of developing goals and measurements. As Linda Suskie, Vice President, Middle States Commission on Higher Education, states "All assessment is a perpetual work in progress."

MPCC's 2013-2014 Assessment Report: A Work in Progress is not a tidy, linear report where areas and departments follow the same assessment models and use the same matrix forms. *MPCC's 2013-2014 Assessment Report: A Work in Progress* is a collection of assessment stories, each different, that collectively show a dedicated faculty and staff who are committed to answering the question, "What can we do better?" to support MPCC's mission of providing quality educational opportunities for lifelong student learning.

Areas Included

Instructional Areas

Applied Technologies

- Automotive Technology
- Building Construction Technology
- Diesel Technology
- Electrical Technology
- HVAC
- Welding Technology

Business and Technology

- Business
- Business Office Technology
- Graphic Design and Visual Communications

Health Occupations

- Dental Assisting
- Emergency Medical Technician (North Platte)
- Medical Laboratory Technician
- Nursing (ADN)

Humanities, Human Services, and Social Sciences

- Early Childhood Education
- English
    - ENGL 0990 College Prep Writing
    - ENGL 1010 Expository Writing I
- History

Mathematics and Science

- Biology
    - BIOS 1010 General Biology
- Chemistry
    - CHEM 1050 Survey of Chemistry I
    - CHEM 1090 General Chemistry I
    - CHEM 1100 General Chemistry II
- Mathematics
    - MATH 1150 College Algebra
- Physics
    - PHYS 1410 & 1411 General Physics I and Lab

Non-Instructional Areas

- Administrative Assistants
- Extended Campus Coordinators

Addressing 2012 AQIP Systems Appraisal Feedback

AQIP Item #	O or OO*	Comment	Response: How is comment being addressed?
1P2	O	Programs at Mid-Plains use a similar process to determine learning objectives across the college. [1]***This generic process does not indicate how or if the learning objectives are measured and how the data is used to inform the program. An opportunity exists to formalize the process and assure consistent implementation across all areas of the college***	1. An internal program review schedule was approved by MPCC's Instructional Leadership Team in 2013. A copy of the program review form and corresponding schedule are included in the 2013-2014 Assessment Report.
1P8	O	A process is in place to direct students into developmental coursework in math, reading, and writing based on ACT and COMPASS score ranges. [1]***However, the assistance process provided to underprepared students is largely left to the discretion of the advisors who may direct students to the support services available on the campus rather than having specific targeted activities based on score ranges.*** Mid-Plains may wish to develop processes that more specifically identify the appropriate support services based on various score ranges and evaluate the success of these to determine how each aids students in better preparation for college level course work.	2. The ENGL 0990 College Prep Writing Pilot Project and ENGL 1010 Expository Writing I reports provide feedback on concepts, such as sentence and paragraph structure, students struggle with. As more data is collected, English faculty and Student Success Center staff and develop targeted efforts to assist students.
1P13	OO	Though activities directed at ensuring up to date programs and courses appear to take place regularly, the portfolio does not explain [1]***a systematic program review process that is utilized to determine programs that are meeting institutional goals and those that should be discontinued.***	1. See 1P2
1P14	OO	Internal processes for changing or discontinuing programs and courses are in place. While these are based on appropriate input, such as feedback from advisory committees, assessment of industry trends, and	1. See 1P2

Opportunities are designated by **O, with **OO** indicating areas where attention may result in more significant improvement (2012 Systems Appraisal Feedback Report; September 25, 2012).*

		initiatives of the Nebraska Coordinating Commission for Postsecondary Education, Mid-Plains might consider establishing [1]***a formal, cyclical review process, within an institutional framework, for reviewing programs and courses. This process could include the discussed process for addressing programs with declining enrollments.***	
1P18	OO	Mid-Plains has addressed some of the concerns of HLC evaluators expressed in 2004. Since it participated in the Assessment Academy, Mid-Plains has developed college-wide learning outcomes, institutionalized a learning objective matrix system, expanded faculty involvement in assessment, and made improvements in communication regarding assessment. However, a key element of the assessment process, [1] ***the Area Assessment of Student Learning Team, has not met for two years; and this indicates a lack of institutional focus and commitment to meeting HLC expectations for assessment***. While Mid-Plains is working to improve this situation by creating a Coordinator of Assessment position, an opportunity [2]***exists for central administration to demonstrate through communication and action, its commitment to a viable, ongoing assessment process***	1. The re-established Assessment Leadership Team (ALT) met in April 2014 and is scheduled to meet quarterly in 2014-2015. For more information about the ALT, go to www.mpcc.edu and click on About MPCC, then Institutional Research and Planning or click here. 2. In October 2013, MPCC faculty and staff participated in a college wide enrichment day focused on assessment. Another assessment focused fall enrichment day is scheduled for October 2014. The assessment focused enrichment days, combined with the re-established Assessment Leadership team, and hiring a full time assessment coordinator positon show commitment from central administration to assessment as a "viable ongoing assessment process."
1I1a	OO	Mid-Plains readily admits that it has had some challenges in creating a culture that supports and encourages assessment. Although progress has been made, evidence as reported in Category One indicates much activity in data gathering but less in reviewing and analyzing. While the negative feeling the faculty have had regarding assessment has diminished, Mid-Plains should seize	1. **Processes, results, and improvements that demonstrate a commitment to integrating assessment into a culture of student learning:** • ***Processes and improvements*** → 2013 & 2014 college wide assessment focused enrichment days → Revised cabinet team report with focus on results, analysis, and action • ***Focus on results***

Opportunities are designated by **O, with **OO** indicating areas where attention may result in more significant improvement (2012 Systems Appraisal Feedback Report; September 25, 2012).*

		the opportunity to encourage assessment and the use of data to improve student learning. Mid-Plains participated in the Academy for Assessment of Student Learning. [1]***However, Mid-Plains has not provided processes, results, or improvements which demonstrate that it has made a commitment to integrating assessment into its culture of student learning.*** Instead, Mid-Plains has provided counter-evidence to embracing a culture of assessment in the [2]***fact that its Area Assessment of Student Team is not functioning currently.***	→ A yearly report highlighting use of assessment results in instructional and non-instructional areas. The report highlights how areas and departments are using assessment results to make data informed decisions **2. Assessment Leadership Team** → See 1P18
2P4	O	[1]***Mid-Plains acknowledges non instructional objectives are not assessed at this time.*** The reports already generated for the Board of Governors could provide the foundation for that assessment. Next steps might include seeking benchmarking opportunities with peers to develop measurable goals with targets to aid in the continuous improvement process.	**1. Non Instructional objectives**: See 1P1A. The revised cabinet team/assessment report will formalize the assessment process for all non-instructional areas.
2P5	O	Although Mid-Plains makes available an online form to solicit suggestions from faculty and staff, it is unclear [1]***what processes are in place to systematically assess faculty and staff needs***	**1. Addressing Faculty & Staff Needs:** Feedback from the administrative assistant pilot project a survey conducted by MPCC's human resources office led to an ongoing set of training on a variety of topics faculty and staff indicated interest. The offerings are evaluated on a semester basis to determine what changes need to be made.
2R2	O	Though some entities responsible for non-instructional objectives report annually to the Board of Governors, [1]***there is no process in place for assessing and reviewing non-instructional objectives.*** In the future, assessment of non-instructional objectives could be incorporated into Mid-Plain's comprehensive assessment planning process to close	1. **Non instructional objectives**: See 1P1A.

Opportunities are designated by **O, with **OO** indicating areas where attention may result in more significant improvement (2012 Systems Appraisal Feedback Report; September 25, 2012).*

		the loop and aid in continuous quality improvement.	
5P5b	O	A cause of concern is the report that [1]***the Area Assessment of Student Learning Team is not active. Thus, an area for opportunity exists.***	1. **Assessment Leadership Team:** See 1P18
6I1	O	Mid-Plains provides a comprehensive list of improvements in support services, including improvements in advising, financial aid, business offices, distance learning, information technology and institutional advancement. However, [1]***no linkage is provided between the processes the institution has in place, the results it has identified, and the improvements being made. Thus, no documented, continuous improvement cycle is shown***. Building a comprehensive picture of how processes are measured and how measurements are used to make improvements will help the institution provide evidence that it is embracing a culture of quality improvement	1. **Instructional Programs and Departments:** MPCC's annual graduate survey includes questions specifically related student services and technology. At the program level, survey results can be viewed holistically or customized for different academic programs. While MPCC is in the beginning stages of building measureable processes, an in-depth review of the graduate survey along with two years of CCSSE data provide a solid foundation of evidence of its commitment to quality improvement. 1. **Non-Instructional Areas:** The combined Cabinet/Team report and corresponding help guide will formalize the assessment process for all non-instructional areas
7P6	O	Mid-Plains acknowledges [1]***that no systematic process for connecting outcomes for non-instructional areas to the College's strategic goals and objectives exists. An opportunity exists to align these areas to the strategic goals and setting measurable targets for those goals. Alignment will allow Mid-Plains to show evidence of continuous quality improvements.***	1. **Non-Instructional objectives**: The Cabinet Team/Assessment Report includes a column requiring staff to connect area goals to college wide student learning outcomes. For more information, see 1P1A response.
8P5-8P6	O	In 7P6 MPCC indicates that it has not yet designed a process to **connect the goals and objectives of non-instructional programs units with the College's overall strategic goals and objectives.** Therefore, it is unclear how the College is currently meeting its planning needs adequately for both instructional and non-instructional units.	3. **Non-instructional objectives**: See 1P1A and 7P6.

Opportunities are designated by **O, with **OO** indicating areas where attention may result in more significant improvement (2012 Systems Appraisal Feedback Report; September 25, 2012).*

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year: 2013-2014

Program: Automotive Technology
Division: Applied Technologies

Summary of Previous Year's Recommendations
In 2012-2013, students scored below expectations in skill group A-5 and A-6. The recommendation was to monitor both skill groups in 2013-2014 and then determine if any adjustments should be made.

Introduction
In order to have a better industry standard benchmark for the MPCC Automotive Program, we have decided to utilize the ASE Student Certification Test scores for our program assessment. These tests are administered by ASE (The Society for Automotive Service Excellence) which is the certifying organization for the automotive industry. While these tests are not scored at the same level as they are scored for automotive technicians in the field, they are identical to the tests automotive technicians take for certification

After reviewing this year's ASE and NOCTI scores it was obvious that there was one student in particular that didn't put any effort into the assessment testing. He failed all but one of his ASE tests and his post test NOCTI scores were lower than his pre test scores so his scores were eliminated from the average.

Assessment Methods & Procedures
ASE categorized automotive skills in to eight major skill groups for master certification, A1 Engine repair, A2 Automatic Transmission, A3 Manual Drive Train, A4 Suspension and Steering, A5 Brakes, A6 Electrical/Electronic Systems, A7 Heating and Air Conditioning Systems, and A8 Engine Performance. A panel comprised of automotive technicians, educators in the automotive field, and automotive engineers make up the tests and determine the minimum passing scores.

Result/Outcomes
- For the second year in a row, students scored well below expectations in skill group A-5 Automotive Brake Systems.
- In 2012-2013, students scored below expectations in skill group A-6 Electrical/Electronic Systems. In 2013-2014, scores improved from 50% of students passing the test with a score of 50% or better to 100% for 2013-2014.

Conclusions/Recommendations—Content
- Students met or exceeded expectations and skill groups A-3 Manual Drive Train, A-4 Suspension and Steering, A-6 Electrical/Electronic Systems, A-7 Heating and Air Conditioning Systems, and A-8 Engine Performance.
- Students did not meet expectations for skill groups A-1 Engine Repair and A-2 Automatic Transmission. Both groups will be monitored over the next year before any adjustments are made.
- To address the below average scores for skill group A-5 Automotive Brake Systems, second year students will have more opportunities for hands on experience in their third and fourth semesters prior to taking the ASE exam. Brake Systems is one of the first classes in the program.

Mid Plains Community College Assessment Results

Area/Department: Automotive Technology **Date Submitted**: 2013-2014

Level: Beginner

	Program Objectives *(See note below)*	ASE Standards	Link to College SLO's	Measure & Methodology *(Who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1		A1- Engine repair		**Students will complete the ASE Student Certification Exam A1Engine Repair**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 62.5%**	N	Students performed below expectation.	We will monitor this area for one more year before we decide if there needs to be any adjustments made..
2		A2-Automatic Transmission		**Students will complete the ASE Student Certification Exam A2 Automatic Transmission**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 75%**	N	Students performed below expectation.	We will monitor this area for one more year before we decide if there needs to be any adjustments made..
3		A3- Manual Drive Train		**Students will complete the ASE Student Certification Exam A3 Manual Drive Train**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 87.5%**	Y	Students performed above expectation.	No action necessary.
4		A4- Suspension and Steering		**Students will complete the ASE Student Certification Exam A4 Suspension and Steering**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 87.5%**	Y	Students performed well above expectation.	No action necessary.
5		A5- Automotive Brake Systems		**Students will complete the ASE Student Certification Exam A1**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 75%**	N	Students performed below expectation.	This is the second year that these scores have been low. This

				Automotive Brake systems.				class is one of the first classes take when they start the automotive program and they sometimes don't get enough hands on experience their second year. We will try to give the students more time to practice these skills throughout their third and fourth semesters and see if these scores improve.
6		A6- Electrical/Electronic Systems		**Students will complete the ASE Student Certification Exam A6 Electrical/Electronic Systems**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100%**	Y	Students performed well above expectation.	Students performed well above expectation
7		A7- Heating & Air Conditioning systems		**Students will complete the ASE Student Certification Exam A7 Heating & Air Conditioning Systems**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 87.5%**	Y	Students performed well above expectation.	No action necessary.
8		A8- Engine Performance		**Students will complete the ASE Student Certification Exam A8 Engine Performance**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 87.5%**	Y	Students performed above expectation.	No action necessary.

Program Objectives

From current catalog

- Demonstrate knowledge of hazards and related safety practices associated with the auto body shop environment.
- Possess the knowledge to perform tasks of entry-level auto body employment.
- Demonstrate an understanding of personal and work characteristics that contribute to an effective job performance.
- Use effective communication skills appropriate to the auto body field.
- Apply the theory of auto body technology using critical thinking/reasoning skills and the ability to work independently.
- Use appropriate mathematical data and reasoning skills.

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Building Construction Technology
Division: Applied Technologies

Summary of Previous Year's Recommendations

NA

Introduction

The Building Construction Technology Program (BCT) provides skills and training necessary for employment in the areas of residential and light commercial construction. Students may earn an Associate of Applied Science Degree, 54 credit hour diploma, or certificates (Framing and Exterior Construction and Building Construction).

The primary focus of the Building Construction Technology Program is centered around the construction of an 1800 square foot home built on the MPCC/NPCC campus. The construction of the home is used to apply real application of construction techniques and how they are used away from demonstration models. The project is completed each year by both 1st and 2nd year BCT students as well as students from other related MPCC technical programs.

Assessment Methods & Procedures

During the 2013-2014 academic year, three basic methods of assessment were used.

- NCCER (National Center for Construction Education and Research) Testing
- Attendance
- Performance

Results/Outcomes

The Building Trades program focuses on course level assessment. Although it is in the beginning stages, course outcomes are linked to program outcomes. Students are meeting or exceeding expectations for all course outcomes assessed.

Conclusions/Recommendations (content)

No action or changes are necessary. Students are meeting or exceeding expectations in all NCCER exams.

Mid Plains Community College Assessment Matrix

Area/Department: Building Construction Technology 13-14 **Date Submitted**: Program Outcomes

FED Level: Beginner

1	Demonstrate knowledge of safety hazards involved with the building construction industry						
	Objectives	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**
	Basic construction safety including stationary, power, and hand tools 1005		At the end of the program, students will take a test to demonstrate knowledge of correct procedures to maintain a safe work place	100% of students must pass the test to be able to continue in the program	Y	Students performed up to expectations with 100% passing the test with a 70% or better	Additionally we incorporated a sign of sheet for students that states they have been tested and they understand what is expected of them.
2	Possess knowledge to perform tasks of entry level building construction employment						

Mid Plains Community College Assessment Matrix

Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
Students will install Insulation, Drywall, Texture, and seal with paint 1210		Students are measured by attendance, performance and NCCER testing	Instructor expectations are that each student will improve knowledge of how to correctly install drywall and roofing. Maintain all codes and green build techniques. Expectation: 70%/ 4/5	Y	Students met expectations with a class average exceeding 70% and an assessment score of 4 out of 5	No action at this time.
Students will install interior trim after sealing along with interior doors		Students are measured by attendance, performance and NCCER testing	Instructor expectation is that each student will improve knowledge of how to correctly install interior trim and doors. Expectation: 70%/ 4/5	Y	Students met expectations with a class average exceeding 70% and an assessment score of 4 out of 5	No action at this time.
Basic Residential Framing construction, including foundation, supports and loads 1110		At the end of the program, students will take a test to demonstrate knowledge of correct procedures to properly frame according to blueprints	100% of students passed the performance and written test to show the learning objective has been met. Expectation: 70%/ 4/5	Y	Students performed up to expectations with 100% passing the test with a 70% or better	No action at this time.
Basic Residential Exterior coverings, including roofing, sheathing, exterior trim and soffit. 1120		At the end of the program, students will take a test to demonstrate knowledge of correct procedures to properly install exterior coverings.	100% of students passed the performance and written test to show the learning objective has been met. Expectation: 70%/ 4/5	Y	Students performed up to expectations with 100% passing the test with a 70% or better	No action at this time.

3	Demonstrate an understanding of personal and work characteristics that contribute to an effective job performance.						
	Objectives	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**
4	Use effective communication skills appropriate to the building construction industry						
	Objectives	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**
	Effective use of written communication skills	1,2	Completer report	4.08	Inc		
5	Apply building theory to the construction of single and multiple family dwellings						
	Objectives	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**

Mid Plains Community College Assessment Matrix

	Students will develop an understanding of local and state Green Build techniques and how they enhance all residential construction. 1240		Students are measured by attendance, performance and NCCER testing	Instructor expectation is that each student will improve their Building techniques using Green Build Technology. Expectation: 70%/ 4/5	Y	Students met expectations with a class average exceeding 70% and an assessment score of 4 out of 5 Most students performed as expected with improvements in both understanding and knowledge of framing techniques	No action to be taken at this time due to an assessment score of 4 out of 5
	Basic Blueprint design using the Chief Architect Software 1130		Students will follow existing prints used to build the project house to duplicate the house prints and joice system. Students will then design their own print of an 1800 sq. ft. using design concepts learned during construction	100% of students passed the performance and written test to show the learning object has been met Expectation: 70%/ 4/5	Y	Students performed up to expectations with 100% passing the test with a 70% or better	No action to be taken at this time due to an assessment score of 4 out of 5
7	Use mathematical data and reasoning skills appropriate to the construction field						
	Objectives	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**

8	Possess a basic understanding of the Uniform Building Code and have the ability to use code resources						
	Objectives	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**
	Students will develop an understanding of local and state codes and how they enhance proper techniques and quality construction 1225		Students are measured by attendance, performance and NCCER testing	Instructor expectation is that each student will improve their knowledge with the state building codes and they work with the National Building Code . Expectation: 70%/ 4/5	Y	Students met expectations with a class average exceeding 70% and an assessment score of 4 out of 5	No action at this time

General Questions:

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**

2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel).***

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Diesel Technology (Year 2)
Division: Applied Technology

Summary of Previous Year's Recommendations
NA

Introduction
The Diesel Technology Program provides training in engine design and overhaul, electrical systems, air brake systems, pneumatic and hydraulic systems, diesel fuel and control systems, transmissions and axles, and metals and welding. Students have the option of an Associate of Applied Science Degree or certificates (Basic Engine Electrical, Powertrain, Fuel Systems, and Diesel Technology).

Assessment Methods& Procedures

- Gainful Employment
- Retention / Graduates
- Advisory Committee
- ASE Exam/NOCTI pre/post test
- Employer Feedback
- Graduate Survey

Result/Outcomes
Overall
Based on the DSLT student self-assessment results, students were satisfied with the overall quality of instruction and student services.

- **Instruction:** 3.53 average
- **Student Services:** 4.16 average

Scale: 5=Very Good, 4=Good, 3=Average, 2=Poor, and 1=Very Poor.

Program Assessment

- Students met expectations for the two DSLT program outcomes formally assessed. Further, students were satisfied with the quality of instruction and student services

Conclusions/Recommendations

- Students met expectations for two program outcomes assessed and were satisfied with the quality of instruction and student services.
- Creating, distributing, and encouraging employers to return surveys is a challenge. Twice a year advisory meetings provide an opportunity to collect anecdotal information, but collecting specific information related to DSLT students employment is problematic.
- For next year, work with faculty to assess all program outcomes.

Mid Plains Community College Assessment Matrix

Area/Department: Diesel Technology II **Date Submitted**: May 15, 2014

FED Level: Beginner

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Apply the theory of Diesel mechanics to specific jobs using critical thinking / reasoning and ability to work independently	1-5, 7, 9	Gainful Employment	75% of students employed in the mechanics field.	(Y) 98%	Met expectations	Strengthen partnerships with employers for recruiting
			Retention / Graduates	75% of the students that start the program will finish the program.	(Y) 98%	Met expectations	Retain students through work/study relations
			Advisory Committee	Advisory Committee Members conduct survey about students they employ.	(N) No formal survey, just meeting comments	Did not meet expectations	Conduct advisory board meeting twice yearly, include one first year and one second year student
2	Perform tasks related to entry-level employment in the diesel technology field.	1-5, 7, 9	ASE Exam/NOCTI pre/post test	80% of student success	(Y) 80% Pass	Met expectations	Emphasize low NOCTI areas
			Employer Feedback	Send out employer survey.	(N) No survey conducted	Did not meet expectations	Conduct future employer surveys
			Survey	Students self-assessment survey	See attachment	See attachment	Emphasize curriculum

Mid Plains Community College Assessment Matrix

Diesel Technology II student responses. All of the items are rated on the same scale. 5=Very Good, 4=Good, 3=Average, 2=Poor, and 1=Very Poor. These are the means of all of the responses.

Quality of Instruction	3.56
Instructor Interest in You as an Individual	3.78
Course Content	3.56
Usefulness of Training	3.67
Media Equipment and Material	3.11
Financial Aid	4.33
Recruiting	4.22
Admissions	4.11
Business Office/Student Accounts	4.11
Student Activities	4.22
Library/Media Materials	4.11
Housing	4.00
Advising/Counseling	4.11
Registration/Transcripts	4.22
Solve problems	4.22

Mid Plains Community College Assessment Matrix

Generate original ideas or products	4.00
Use effective oral communication	3.89
Use effective written communication	3.89
Use math skills to solve practical and/or theoretical problems	4.00
Use science reasoning skills to solve problems	4.00
Appreciate art, literature, and music	3.67
Understand other cultures	3.89
Think critically and analytically	4.11
Work with others	4.33
Follow directions	4.22

Mid Plains Community College Assessment Matrix

General Questions

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.** This was my first year of instruction at Mid Plains Community College and it is a big adjustment dealing with the different attitudes of today's young people, and in turn trying to deal with the work ethics and help them get ready to enter the work force and be a responsible employee.

2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel).*** I plan to update tools and add to the training equipment. Focus on newer technology such as emissions standards, electrical and electronic control of systems and components

Mid Plains Community College Student Learning Outcomes

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5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Electrical Technology *(ELTR 1260)*
Division: Applied Technologies

Summary of Previous Year's Recommendations
NA

Introduction
The Electrical Technology Program provides students the opportunity to gain technical knowledge and experience in residential and commercial wiring phases of the electrical industry. Training is in basic electricity, blueprint reading, motors, motor controls, programmable logic controls, and the National Electrical Code. Students experience hands on work, including actual residential and commercial wiring installation. Options available to students include an Associate of Applied Science Degree and Diploma

Assessment Methods& Procedures
In ELTR 1260, faculty first demonstrated how to bend EMT conduit into a variety of predetermined bends. Students learn the skill by observation and practice. If students pay attention and are prepared, they should be able to complete the bends on the first or second try. If not, 10% is deducted for each attempt. The bends are performed in the same environment as they would be on an actual job site.

Result/Outcomes
Students met expectations for two of the four course outcomes assessed. Expectations were not met for outcomes three and four (sizing and choosing the right type of conduit for the job) because of attendance problems. However, expectations for the outcome were set at 95% (85% of students met both outcomes) because of the importance of this skill.

Conclusions/Recommendations
Attendance will continue to be stressed. Instructor will continue to work one-on-one with students on an as time allows to help them master certain skills and tasks.

Mid Plains Community College Assessment Matrix

Area/Department: Electrical Technology ELTR 1260 **Date Submitted**: 2013-2014

FED Level: Beginner

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Demonstrate the ability to bend EMT conduit in a variety of predetermined bends.		The faculty will cover all the bends and explain them before the student makes any bend. The faculty will also cover all the calculations to ensure that the student fully understands. The student will be given a grade based on how many tries it takes to make the bend and the neatness of the bend. 10% is deducted for each try.	Expectation: Average percentage for the assessment scores = 90% The student was able to perform the tasks more efficiently each time.	Y	Students met expectation.	Continue to work with the student more as needed on a one on one basis. Will order more conduit if needed. We practiced over and over.
2	Be able to install a conduit system in walls of the mock-up.		The faculty will observe and assist the students in the installation. The student will take their gained	Expectation: Average grade was 90% The students learned true job experience.	Y	Students met expectation.	Replaced all the studs in the mock-up, this made the students use the new

			knowledge and apply it to this task. The student will have a set time period to complete the assignment. The student will be graded on neatness, code, and time.				tools purchased.
3	The student should be able to size conduit and choose the right type of conduit for any job.		The faculty will cover the material and all the codes that go with this task.	Expectation: 95% When students complete the class, they can perform this task. Out of 14 students, 12 were able to complete the task: 85% Students applying what they learn in lecture to practical hands on exercises helped them understand better.	N	Students who didn't complete the task had attendance problems. In order to master this class, students must attend class. Code studies combined with lab exercises give the student the practical	Continue to stress the importance of attendance and link to success in class. If students are here, they can complete the task.

						experience they need.	
4	The student should be able to size and select the proper wire needed for any job.		The faculty will cover the subject with the proper up to date codes and doing many examples with them.	Expectation: 95% When students complete the class, they can perform this task. Out of 14 students, 12 were able to complete the task: 85% Students applying what they learn in lecture to practical hands on exercises helped them understand better.	N	Students who didn't complete the task had attendance problems. In order to master this class, students must attend class. Code studies combined with lab exercises give the student the practical experience they need.	Continue to stress the importance of attendance and link to success in class. If students are here, they can complete the task.

Mid Plains Community College Assessment Matrix

General Questions:

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**

2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (***Example: Additional technology, training, or personnel).*

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills.

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: HVAC
Division: Applied Technologies

Summary of Previous Year's Recommendations
N/A

Introduction
The Heating, Ventilation, Air Conditioning and Refrigeration Technology Program prepares students for skilled positions installing and servicing heating and cooling systems. Students receive intensive training in labs to apply lecture material to practical situations. An Associate of Applied Science Degree, a 44-credit hour diploma or certificates furnace, heat 3ump, or Air Conditioning) are options available to the students. As part of the Degree program, students may participate in a summer internship with local HVAC/R employers to receive valuable on-the-job training.

Assessment Methods& Procedures
- Faculty generated key performance indicators and instructor observation of students
- HVAC Excellence in Air Conditioning, Heat Pump, and Electrical Student Assessment Outcome Employment Ready Certification tests developed by ESCO, the industry's largest provider of EPA Section 608 certification testing.
- Indirect assessment of student learning by employers
- NOCTI Pre and Post Testing

Result/Outcomes
Students met expectations for six out of the seven instructor-selected program objectives. The one objective not met was related to NOCTI testing. Several students did not take the exam seriously, which may have skewed the overall results.

Conclusions/Recommendations
What Worked:
- Working with the maintenance department and having students do A/C and furnace checkouts and trouble shooting on various equipment around the shop and college.
- HVAC class installed heat pump & blower coil with electric back-up for Habitat for Humanity house and installed new Lennox Boilertrainer in HVAC/R shop.
- Assisted in rodding out condenser tubes on South Campus Chiller. Also hosted and attended training seminars at college by Lennox Industries and Trane.
- Also having students look up information and schematics on line and via smart phone giving monthly article reports worked well.
- Continue using on-line testing for EPA Certification and HVAC Excellence Employment Ready Assessment Tests.

What didn't work:
- Shuffling trainers and forth between storage and shop causes cluttered look at times.
- Students did not take NOCTI exams seriously, which skewed overall results

How can it be fixed?

- Old trainers have been eliminated and replaced with new equipment as budget allows. The program was able to acquire and install high efficiency boiler trainer.
- NOCTI exam will be given in early April and a class grade will be assigned based on results

What other changes need to be made for next year?

- A ten year old A/ C trainer and nine year old Heat Pump Trainer needs to be updated

Mid Plains Community College Assessment Results

Area/Department: HVAC **Date Submitted**: 2013-2014

FED Level: Intermediate

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Demonstrate knowledge of HEATING & VENTILATION systems.		The faculty will observe students near the end of the heating and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 3 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5 Result: Average = 4 Average furnace final and lab = 80%	Y	Continue to update trainers as budget allows.	Updated boiler trainer as a hands on installation project for students.
2			HVAC Excellence Air Conditioning Assessment Student Outcome Employment Ready	Expectation: Average of direct assessment score = 3.5 Result: Average = 3.3 66%	N	Continue to include training on latest equipment as budget allows.	Have been using new equipment for training and field installing new equipment as projects.

			Exam				
3			Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5. Result: Average = 4.3 87% 2013 Internship Average	Y	Continue to include training on latest heating equipment as budget allows.	Able to update Gas Boiler and portable A/C Trainer
4	2.Diagnose and repair ELECTRICAL PROBLEMS IN HEATING & VENTILATION systems.		The faculty will observe students near the end of the heating and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 2 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5 Result: Average = 4 Average electrical theory and lab 84%		Continue to update lab-training units with more name brands as budget allows.	Installed new Heating &A/C systems as projects for Habitat Humanity& on campus.
5			Indirect assessment of student learning	Expectation: Average of employer assessment scores= 3.5.	Y	Add more electrical diagnoses	Improvement seen on internship survey forms

			will be accomplished by surveying employers.	Result: Average=4.5 90% Average 2012Internship Grade		problems to the program.	
6	Diagnose and repair MECHANICAL PROBLEMS IN HEATING & VENTILATION systems.		The faculty will observe students near the end of the heating and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 2 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5 Result: Average =4.1 Average Furnace lab = 83%	Y	Laboratory experience "hands on" vs. classroom instruction. Students find application more meaningful than theory. Using industry approved and recommended verification methods.	Students applying what they learn in lecture to practical hands on troubleshooting in shop Better prepared for field troubleshooting & diagnosis.
7			Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5 Result: Average =4.3 87% Average 2013 Internship Grade	Y	Spend more time on system efficiency check and fine tune.	Use Industry Standard Heat Pump and A/C verification forms to check efficiency of HVAC equipment

8	4. Demonstrate knowledge of AIR CONDITIONING & VENTILATION systems.		The faculty will observe students near the end of the air conditioning and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 3 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5. Result: Average = 3.7 Average A/C theory and lab = 78%	Y	Make no program adjustments.	Keep training on existing and update equipment as budget allows
9			HVAC Excellence Heat Pump Student Outcome Assessment Employment Ready Certification Exam	Expectation:3.5 Average of direct assessment score = Result: Average = 3.9 **79%**		2013-14 installed 410A units for Habitat and student housing.	Continue to update training equipment as budget allows. Greatly helps students in the learning process.

			Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5. Result: 4.3 87% 2013 internship average		Continue to get student assessments from employers indicating strengths and weaknesses.	Feed back from internship positive.
	5. Diagnose and repair ELECTRICAL PROBLEMS IN AIR CONDITIONING & VENTILATION systems.		The faculty will observe students near the end of the air conditioning and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 3 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5. Result: Average = 4.3 A/C Control and lab = 86%	Y	2013-14 students attended industry sponsored seminars& training classes. Installed new electric defrost evaporator coil in walk-in freezer in shop.	Continue latest training on electronic control modules and up to date training procedures from the HVAC manufacturers.
			HVAC Excellence Electrical	Expectation:3.7	Y	2013-14 Install NP for Habitat	Students better able to trouble shoot newer

			Controls Student Outcome Assessment Employment Ready Certification Exam	Average of direct assessment score = 3.65 Result: Average =74%		Install new furnace & heat pump in shop	model equipment.
			Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5. Result: Average =4.3 87% Internship Average 2013 grade		Continue to get more feed back from employers.	Feed back from internship more positive.
	6.Diagnose and repair MECHANICAL PROBLEMS IN AIR CONDITIONING & VENTILATION systems.		The faculty will observe students near the end of the air conditioning and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated.	Expectation: Average of direct assessment scores = 3.5. Result: Average = 4.4 A/C Application and lab = 88% ESCO E.P.A.Cert. Test Expectation: =3.5 Result Average= 3.7 75%	Y	Update recovery units. Students have been trained to operate the new recovery units. New units come on the market every year.	2013-14 Used online ESCO review& testing – students did well. Installed Honeywell Wi-Fi Thermostats for training purposes.

			There are 4 items that comprise this competency.				
	7. NOCTI		Pre & Post Testing	Expectation:3 National Average=3 Industry Minimum Average=2.35 Result Average=2.65	N Slightly below national and above industry	Continue industry standard training on super heat and sub-cooling charging techniques. Spend more lab time on TXV & Fixed Orifice charging procedures	Continue using training material by Sporlan & Alco a major manufacturer of refrigeration controls.

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Mid Plains Community College Assessment Results

NEW: List any general recommendations, resources, and impact issues that affected the assessment data submitted on this form. *(Example: Instructional areas: Do you need additional resources to improve student learning? Non-Instructional: Is additional training needed?)*

What worked particularly well?

1. Working with the maintenance department and having my students do A/C and furnace checkouts and trouble shooting on various equipment around the shop and college. HVAC class installed heat pump & blower coil with electric back-up for Habitat for Humanity house and installed new Lennox Boilertrainer in HVAC/R shop. Assisted in rodding out condenser tubes on South Campus Chiller. Also hosted and attended training seminars at college by Lennox Industries and Trane. Also having students look up information and schematics on line and via smart phone giving monthly article reports worked well.

2. Continue using on-line testing for EPA Certification and HVAC Excellence Employment Ready Assessment Tests.

What didn't work?

1. Shuffling trainers back and forth between storage and shop causes cluttered look at times.

How can we fix it?

1. Have been eliminating old trainers and replacing with new as budget allows. Was able to acquire and install high efficiency boiler trainer.

What other changes do we need to make for next year? I have a 10 year old A/ C trainer and a9 year old Heat Pump Trainer that need to be updated.

I plan to purchase updated equipment as money allows.

General Questions:

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner. I believe the NOCTI results were skewed do to a few students not taking their time in the testing process which brought down the group average**

2. Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel).*

May look at doing NOCTI testing beginning of **April instead of last week of school an assigning class grade to results**

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Welding
Division: Applied Technologies

Summary of Previous Year's Recommendations
NA

Introduction
Welding Technology is a program that leads to a Diploma or Associate of Applied Science Degree for employment opportunities in the welding machine shop field. The program provides the skills and knowledge necessary for entry level job production welding or job shop employment upon graduation.

Students may enter at different stages of readiness and progress according to his/her abilities and efforts. Students will be assessed and evaluated as they complete each measurable performance objective. Upon completion of a set of prescribed technical competencies, students will be able to perform skills necessary to be successfully employed at the entry level or above with a selected occupation.

Welding Technology is offered in McCook and North Platte.

Assessment Methods & Procedures
- AWS entry-level welding standards
- Testing
- Observation

Result/Outcomes
McCook: Students met or exceeded expectations for six of the eight objectives listed on the assessment matrix. The two objectives not met are covered until in the second year of the program.
North Platte: Only 50% of North Platte students met expectations for Arc and Gas Welding; however, student performance improved in subsequent courses.

Conclusions/Recommendations
For programs in McCook and North Platte, students are meeting course (North Platte) and program outcomes (McCook). Because the McCook program is in its first year, measurements submitted for 2013-2014 may change in for 2014-2015.In North Platte, attendance problems directly impacted student success in the classroom and enrollment decreased from twelve students first semester to six second semester.

Mid Plains Community College Assessment Results

Area/Department: Welding (Tim Golden) **Date Submitted**: Spring 2014

FED Level: Beginner

	Program Outcomes/Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Class is to prepare and weld Qualification Plates for weld Certification. Students will take tests and pass to the best of their ability. These tests are required for employment opportunities. *With the implementation of the new 2 year program this will allow the students more time to work towards there qualification tests which should improve their skill and employment opportunities*		AWS set up the weld inspection criteria for visual inspection, then the students will prepare the tests for destructive testing. Bend tests. That will determine if the welder is qualified for that welding procedure. *Time will tell the progress of the students, they will not be doing qualification welding till next spring, but the 2nd year will have as semester of pipe welding in the fall semester, the previous program they had 6 weeks to do there qualification welding*	100% of class will pass some kind of Qualification test for Employment. These tests vary with the individual skill of the welder, not all students pass the same number of tests			

General Questions:

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**

2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel).***

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

		Measure and Methodology:	Expected Results/Standards:	Were your expectations met?	Analysis:	Action: How do you plan to use the results in your area?
Objective #1	Demonstrate knowledge of welding/ hazards and related safety practices.	Students have to pass a series of welding and machine safety tests (written, comprehensive, and demonstrative) with an 80% or higher to pass the safety class to continue in the program.	Every student passes all safety tests with at least an 80%. However, we expect students to score 90% or higher earning them an A in the class.	Yes	Students being attentive in class, taking notes, watching videos over safety practices, and students engaging in the instructor demonstrations of machines and tools.	Update safety videos to more modern visual aids. Continue to add and change safety tests as we purchase new or replace machines and tools.
Objective #2	Possess knowledge to perform tasks consistent with entry-level welding/ employment.	Students are required to complete compentency sheets with specific weld assignments for each welding class. Based on their performance of these competencies we are able to measure their employability level and assess what welding job may fit their abilities.	Students are expected to meet the AWS entry-level welder profile by the end of their degree.	Yes	Students engaging and working hard to complete all competency material. Also, students are asked to work at their own pace and maintain a good work ethic to complete the tasks at hand.	We constantly change the layout and design of the competency material based on changes in class size, time allowed for classes, and also just because it is a new curriculum it will take some time to work out all the kinks.
Objective #3	Demonstrate an understanding of personal and work characteristics that contribute to effective welding and job performance.	Again, students are measured on this objective through the work on their competencies and wheather or not they can complete these to the AWS entry-level welder standard. This objective is also measured through the students work ethic and if they can complete all tasks that they are asked to do. Time management is a key component of this objective.	Students complete competencies based on AWS entry-level specifications as well as a positive work ethic that results in good workmanship and time management skills.	Yes	Students showing up for class, working hard, and completing tasks in a timely manner as well as a professional manner.	Really this objective is up to the students. They have to bring a positive attitude to class every day and with some encouragement from us instructors we can help to imporve their attitude which encourages them to do well.
Objective #4	Use effective communication skills appropriate to the welding/ setting.	Students are evaluated and critiqued on their effective use of welding terminology as well as if they can communicate effectively with fellow students, instructors, and weld customers.	Students should use welding terminology effectively and be able to communicate well with instructors, fellow students, and potential customers or employers.	Yes	As the students progress in their degree they become more familiar with welding terminology and how it is used properly. They are expected to avoid using vague terms and descriptions when discussing any parts, machines, and welding process'.	We continue to look at ways to improve students ability to communicate effectively and how we can improve their training in this area. One thing we currently do is make students be an active participant in class discussion as well as communicate with potential customers and employers.
Objective #5	Apply the theory of welding and technology to specific jobs using critical thinking/reasoning and the ability to work independently.	Students are required to pass a printreading/weld symbols class that requires them to properly design, draw, and fabricate projects to the AWS standard. Individual measures in this class would include: evaluation and testing using various measuring devices, proper page and print layout of both the project and the weld symbols, and proper fabricating practices.	Express the knowledge needed to take a weld print from start to finished product. Students should also be able to identify parts of a print and be able to use the print effectively.	Yes	Initially students work from a printreading book and workbook then work up to designing their own projects from the material learned from the book and instructor lectures.	Based on the collected data we will look at changing competency material to be more specific to each class so we can stay consistent from year to year.
Objective #6	Use mathematical data and reasoning skills in relation to welding and machine technology.	In the students printreading class they are tested and evaluated on their abilities to measure and layout material with a variety of measuring devices.	Pass measuring tests and prepare material in accordance with material sheets and weld prints.	Yes	Intial testing is used to see what basic measuring knowledge each student has. With lectures, work book material, and shop remediation from the instructors students continue to improve their measuring skills.	Measurement doesn't change but we look at different measuring devices that are being used in industry and are trying to add as many as possible to better prepare our students.

Objective #7	An overall evaluation of competencies and completion of other work tasks leads to the students being able to attempt qualification tests. Our students will be entering their last 2 semesters starting in Aug. so results to this objective won't be available until May 2015.	We change as the AWS changes. We make sure we complete pre-qualified joint tests based on the AWS criteria layed out in the code book. If there are changes in the code book we will make the appropriate changes as well.	Students are required to pass multiple weld qualification tests based on this objective with multiple welding process'	Yes		Working to the AWS D1.1 Structural Steel Code book and API 1104 code book all our assesment is done based on the criteria laid out in the code books.
Objective #8	Be prepared to obtain certification for welding in accordance with code qualification.	Students are required to take specific weld qualification tests designed and implemented from the AWS D1.1 structural steel code book as well as the pipeline API 1104 code book. They aren't required to finish this work until the final semester of school but we implement pre-qualification of these joints in the prior 3 semesters to prepare them to take the qualification tests.	Students should pass the remainder of weld qualifications based on what process' and material they have worked on through their competency sheets.	No		

Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner. The only thing that impacted a few of our results is we just implemented the new 2 year welding technology program in August so we haven't completed a whole group of students in the new degree yet. Our results could change with the first group scheduled to graduate in May 2015.

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Associate of Applied Science in Business
Division: Business and Technology

Introduction

The goal of the AAS in Business is to acquire necessary business and interpersonal skills to succeed in an entry-level job market. These skills will include leadership, listening, team membership, and communication.

Successful students will:

1. Demonstrate the knowledge to perform tasks using basic business skills
2. Demonstrate effective listening skills
3. Demonstrate effective leadership and teamwork skills, critical thinking skills and reasoning skills
4. Demonstrate the knowledge to communicate effectively in the work environment
5. Apply the theory of their technical specialization to entry-level employment in a business (Accounting, Agribusiness, Business Administration, Computer Information Management, Entrepreneurship, Logistics, or Marketing)

Summary of Previous Year's Recommendations

1. Management Case Analysis Review - Will look into establishing a common rubric and case to insure that results are comparable across campus.
2. Accounting- Started including Bookkeeping for Business project in assessment to create a holistic evaluation for the program and provide more data for better evaluation.
3. Computer Application Skills – Currently evaluating third party assessments and certificate to lend more credibility to this assessment measure. We will need additional funds to provide testing/certification. McCook Instructor changed the course design and the results are at the bottom:
4. Listening Skills (results were slightly below established goals) – Instructors will increase listening exercises and listening training in the following courses:
    a. Personal and Professional Development
    b. Business Communications
    c. Prin. Of Mgt.
    d. Supervisory Mgt.
    e. Org Behavior
    f. Human Relations
    g. Leadership and Team Development

6. Currently Critical thinking is grouped with leadership and we are assuming that critical thinking is being covered yet not assessing it. We will separating out critical thinking and decision making and assess it separately by using the Work Keys Locating Information test and/or the Work Keys Reading for Information Test.
7. Written Communications –
    h. **Change Goal:** Students have consistently scored below goal. The goal was evaluated and we learned that only 3% of the population will achieve the goal. The test provider suggested a score of 3 to represent the writing skills of an average college student and the department agreed to follow this suggestion.
    i. **New Software:** MCC faculty implemented new software with the goal of improving students writing skills. To evaluate the software, the students were provided a writing prompt at the beginning of the year and the same prompt at the end of the year. The software provided the number of mistakes made by each student for the beginning of the course and the end of the course. Based on the results, it was decided that the software if beneficial and should continue to be used.
8. **Apply the theory of their technical specialization to entry level employment in a business**. (Accounting, Computer Information Management or Business Administration) – We are evaluating national certification to prove our students skills. This is costly and funds must be approved to accomplish this.

Assessment Methods & Procedures

The program outcomes are assessed using direct and indirect measures. Following is a short description of how to interpret each measure.

Internship Evaluation

- Evaluation is done by the employer/supervisor twice during the Internship program– once midway through the internship and once at the end.
- Scale of measurement is from 5-1 with 5 being the highest level.
- Target areas are ability to apply (1) business concepts, (2) communication skills, and (3) professional behaviors.

Employer Survey

- Results provided by the Office of Institutional Research are a compilation of data from the most recent five years.
- The current year's graduates are not yet employed; therefore, the results do not include these graduates.
- Scale of measurement is from very good to very poor (5-1).
- Target areas are (1) listening skills, (2) relationship with others, and (3) leadership abilities

Alumni Follow-up Survey

- This survey is conducted by the Office of Institutional Research. Surveys are sent to identified graduates from the preceding fiscal year. First mailings are sent in late August with two follow-up mailings in September and October.
- That Office does the tabulation of the results.

- Scale of measurement is from very good to very poor (5-1). Target areas are (1) ability to think critically and analytically, (2) oral communication skills, and (3) usefulness of training.

Work Keys

- Work Keys assessments are administered by the Career Assessment Center and given at the completion of relevant course work. Test results are defined in levels.

Listening/Writing

- Listening measures a person's skill in listening to and conveying information. Writing measures a person's skill in writing work-related messages. Five skill levels with Level 1 being the least complex and Level 5 being the most complex

Teamwork

- Measures a person's skill in choosing behaviors and/or actions that support relationships within a team and lead to accomplishment of work tasks. Six levels with Level 6 being the most complex to Level 3 being the least complex.

Business Writing

- Measures a student's skill in writing work-related messages. Five skill levels with Level 1 being the least complex and Level 5 being the most complex.

Result/Outcomes

- All areas that measure the students ability to demonstrate the knowledge to perform tasks using basic business skills met or came close to meeting expectations.

Conclusions/Recommendations--Content

Conclusions:

- As a department, we need to re-evaluate our assessment documents. We believe the alumni survey is once again being given. The employer survey is a school wide survey, that doesn't evaluate only recent business division graduates. To make the most use of assessment we must have valid information. Overall our numbers met or exceed expectations. Following are the areas where expectations were met and no changes need to occur, areas where data for assessment was still pending because of timing of WorkKeys tests, and areas that need some form of change.

Recommendations:

- Employer survey measure of listening skills, relationship skills and oral communications skills. Currently this survey does not measure only recently graduated business students employers. We would like to have a survey that is specific to business student employers.

- Alumni follow up survey of ability to think critically and analytically and measure of usefulness of training. We are not aware of this survey being done and did not receive any data for these areas. We are not sure that asking alumni about their own critical thinking and analytical abilities is a valid measure.

- Overall we are happy with our assessment results. We would like to consider, evaluate and implement more third party assessment tools to aid in consistency across locations

Mid Plains Community College Assessment Matrix

Area/Department: AAS in Business
Level: Advanced

Date Submitted: May 2014
Last Revised: 2012-2013

	Program Outcomes	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
	Demonstrates the knowledge to perform tasks using basic business skills	8	Internship Evaluation - Ability to apply business concepts (Line 15-revised form D)	Expectation at is 3.5 on a scale of 1-5. Result: 4.45	Y	Continue	
	1a. Marketing Skills	6	Marketing Plan (scores from BSAD 2410 will be used)	Expectations: Ave 80% on a scale of 100% Results: 79%	N	Close to meeting/ will continue to monitor	Monitoring and consider using NOCTI as an assessment tool
	1b. Management Skills	1; 2; 3; 4; 7; 8; 9	Management Case Analysis Reviews	Expectations: Ave 80% on a scale of 100% Results: 79.75%	N	Acceptable	will monitor in coming year
	1c.Accounting/Bookkeeping Skills	5	Accounting/Bookkeeping Final review problems	Expectations: Ave 80% on a scale of 100% Results: 87.75%	Y	Continue	
	1d. Computer Application Skills	3,8	Integrated Computer Project	Expectations: Ave 85% on a scale of 100% Results: 76.20% includes 0 & 80.36% without 0	N	Review	Evaluate assessment options to determine if project used is consistent between sites.
	Demonstrate effective listening skills	2	Employer survey – measure listening skills	Expectations: 4 on a 5 point scale Results: 4.12	Y	Continue	

		2	Internship Evaluation -- measure listening skill (Line 3 revised form D)	Expectation: 4 on a 5 point scale Results: 4.45	Y	Continue	
		2	Work Keys Listening/Writing -- measure listening skills	Expectations: 3.4 on a scale of 1-5 Results: 4.0	Y	Continue	- used listen for understanding WorkKeys - will continue monitoring
	3. Demonstrate effective leadership and teamwork skills, critical thinking skills and reasoning skills.	4; 7; 9	Employer survey -- measure relationship with others	Expectations: 4 on a 5 point scale Results: 4.40	Y	Continue	
		4; 7; 9	Internship Evaluation -- measure human relationship skill (Line 6 revised form D)	Expectations: 4 on a 5 point scale Results: 4.46	Y	Continue	
		4; 7; 9	Internship Evaluation -- measure leadership abilities (line 17 revised form D)	Expectations: 4 on a 5 point scale Results: 4.35	Y	Continue	
		2; 4; 7; 9	Work Keys Teamwork	Expectations: 4.5 on a scale of 3-6 Results: 4.4	Y	Continue	
		7	Alumni Follow-up survey -- measure the ability to think critically and analytically	Expectations: 4 on a 5-point scale Results: 4.23	Y	Continue	
	Demonstrates the knowledge to communicate	1; 2; 8	Internship Evaluation -- measure written	Expectations: 4 on a 5-point scale Results: 4.55	Y	Continue	

	effectively in the work environment.		communication skills (Line 16 new form D)				
		2	Employer Survey -- measure oral communication skills	Expectations: 4 on a 5-point scale Results: 4.14	Y	Continue	
		1,3,8	Work Keys Business Writing -- measure written communication skills (to be completed in Post Internship) do you want to take off--to be completed in Post Internship???	Expectations: 3.0 on a scale of 1-5 Results: 3.14	Y	Continue with changed expectation and continue to have students take test in BSAD 2250 or in internship if missed.	
	5. Apply the theory of their technical specialization to entry level employment in a business. (Accounting, Computer Information Management or Business Administration)	8	Alumni Follow-up survey -- measure usefulness of training	Expectations: 4 on a 5 point scale Results: 4.24	Y	Continue	

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Business Office Technology
Division: Business and Technology

Introduction

The Associate of Applied Science Degree in Business Office Technology offers three areas of emphasis:

- Administrative Assistant
- Legal
- Medical

The two-year degree provides necessary business and office technology and interpersonal skills to succeed in the job market. The degree is designed to prepare students through a program of study to demonstrate entry-level skills for a career as an administrative assistant, medical office assistant, or a legal office assistant. Depending on background and career objectives, developmental skills and other preparatory course work may be required in addition to the 60-66 credit hours.

A Business Office Technology diploma and certificates for Medical Billing and Coding, Medical Office Technology, Medical Transcriptionist, or Legal Technology are also available to meet the needs of employees in the health care and legal communities.

Summary of Previous Year's Recommendations

Changes Made and Data to Support Them:

1. Internship Evaluation form- A common form was creates for better consistence of results across campuses.
2. Marketing Plan Evaluation Tool - Will look into establishing a common rubric to insure that results are comparable.
3. Management Case Analysis Review - Will look into establishing a common rubric and case to insure that results are comparable across campus.
4. Accounting- Started including Bookkeeping for Business project in assessment to create a holistic evaluation for the program and provide more data for better evaluation.
5. Computer Application Skills – Currently evaluating third party assessments and certificate to lend more credibility to this assessment measure. We will need additional funds to provide testing/certification. McCook Instructor changed the course design and the results are at the bottom:
6. Listening Skills (results were slightly below established goals) – Instructors will increase listening exercises and listening training in the following courses:
    - Personal and Professional Development
    - Business Communications
    - Prin. Of Mgt.
    - Supervisory Mgt.
    - Org Behavior
    - Human Relations
    - Leadership and Team Development

7. Currently Critical thinking is grouped with leadership and we are assuming that critical thinking is being covered yet not assessing it. We will separating out critical thinking and decision making and assess it separately by using the Work Keys Locating Information test and/or the Work Keys Reading for Information Test.
8. Written Communications –
    - Change Goal: Students have consistently scored below goal. The goal was evaluated and we learned that only 3% of the population will achieve the goal. The test provider suggested a score of 3 to represent the writing skills of an average college student and the department agreed to follow this suggestion.
9. New Software: MCC faculty implemented new software with the goal of improving students writing skills. To evaluate the software, the students were provided a writing prompt at the beginning of the year and the same prompt at the end of the year. The software provided the number of mistakes made by each student for the beginning of the course and the end of the course. Based on the results, it was decided that the software if beneficial and should continue to be used.

Apply the theory of their technical specialization to entry level employment in a business.
(Accounting, Computer Information Management or Business Administration) – We are evaluating national certification to prove our students skills. This is costly and funds must be approved to accomplish this.

Assessment Methods & Procedures

- Employer Survey
- OPAC (Office Proficiency Assessment Competency)
- Final Integrated Project in
    - BSAD 2510 Business Computer Systems
    - OFFT 2150 Integrated Information Processing
    - CSCE 2570 Desktop Publishing
- Work Keys: Listening/Writing -- Measure Listening and Writing Skills
- Analytical Report in Bus. Communications: Business Writing: Measure Written Communication Skills
- Business Math Post Test

Result/Outcomes

Results in the following areas exceeded expectations:

- Employer Survey
    - Overall Measure of Training As It Relates to the Job
    - Measure of Technical Skills
    - Measure of Knowledge of Use of Equipment And Machines
    - Measure Oral Communication Skills
    - Measure Math/Problem Solving Skills
- OPAC (Office Proficiency Assessment Competency):
    - Editing/Formatting--Composing Minutes
    - Editing/Formatting

- Final Integrated Project
    - BSAD 2510 Business Computer Systems
    - OFFT 2150 Integrated Information Processing
    - CSCE 2570 Desktop Publishing
- Work Keys
    - Listening/Writing -- Measure Listening and Writing Skills
    - Measure Written Communication Skills
- Analytical Report in Bus. Communications: Business Writing: Measure Written Communication Skills
- Business Math Post Test
- OPAC (Office Proficiency Assessment Competency):

Results in the following areas were close or did not meet expectations.

- OPAC (Office Proficiency Assessment Competency): Medical Professional Test Group (Administer at the End Of OFFT 2530 Med Transcription and OFFT 2500 Medical Terminology)
- OPAC (Office Proficiency Assessment Competency): Proofreading

Results in the following areas were not received:

- OPAC (Office Proficiency Assessment Competency): Legal Professional Test Group
    - Low student enrollment. No students were assessed.
- SAM (Skills Assessment Manager: Word, Excel, and Access Assessments in OFFT 2150 and OFFT 2170
    - No SAMs testing administered.

Conclusions/Recommendations

Recommendations:

- Integrate OPAC testing in related coursework for more accurate testing measurements.
- Investigate new OPAC testing available that the department may want to incorporate into the assessment matrix.
- Work with CAPC personnel to use consistent testing (computer-based) for Business Writing to avoid skewed results.
- Encourage instructors to report individual student scores for a more accurate reporting of overall average scores from both campuses.
- Work with adjunct and online instructors to ensure students have adequate proofreading skills.
- Continue to offer quality instruction.
- Continue to look at alternative reasonably priced testing methods.
- Continue to send reminders to employers to encourage survey participation.
- Investigate reason for non-responding employers to survey.
- Work with Research Specialist to verify categories on the employer survey portion of the assessment.
- Aggressively market the Legal program and continue to partner with CCC for joint paralegal program.

With regard to the Employer's Survey, categories for some areas have changed. Further communication with the Research Specialists to determine current assessed categories is needed. It may be necessary to change the 2013-2014 matrix for the following areas:

- Employer Survey: Measure Personal Appearance
- Employer Survey: Measure Work Attitude (*The new survey has a category "Interacts Effectively with Others").*
- Work Keys: Attitude Assessment

Mid Plains Community College Assessment Matrix

Area/Department: AAS in Business Office Technology
Level: Advanced

Date Submitted: May 2014
Last Revised: 2012-2013

Program Outcomes	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**
Demonstrate entry-level skills for employment in an office environment--legal, medical or office.	NA	OPAC (Office Proficiency Assessment Competency)	See results in specialized areas	NA	NA	NA
Employer survey -- Overall measure of training as it relates to the job	7,8,9	Employer survey -- Overall measure of training as it relates to the job	Expectation: Average of 80% response in the good to very good range. Result: 82.8%	Y	Continue to send reminders to employers for continued participation. Investigate reasons for non responding employers.	Overall rating decreased by 3.8% from 2013 employers responding.
Legal		OPAC (Office Proficiency Assessment Competency) Legal Professional Test Group	Expectation: Average of 80% on 100% scale. Result: none taken			Aggressively market program
Medical	1,2,7, 8,9	OPAC (Office Proficiency Assessment Competency)	Expectation: Ave. of 80% on 100% scale. Result: Medical Term 79.80%	N	Expectation not met. Med. Term. slightly	Determine ways to test OPAC competencies for online students.

		Medical Professional Test Group (administer at the end of OFFT 2530 Med Transcription)	Medical Trans 69.2%		below minimum requirements.	Provide review and drill practices. Determine ways to test following course completion. Continue to offer quality instruction
Administrative Assistant	1,2,8, 9	OPAC (Office Proficiency Assessment Competency) Editing/Formatting	Expectation: Average of 80% on a 100% scale. Result: Composing Minutes 89.83 Proofreading 69.5	Y	Exceeded expectations on composing minutes. Expectations not met for proofreading.	Integrate proofreading skills in all Business Technology courses. Need OPAC candidate score reports for individual students. Integrate assessments into the transcription course. Formatting on OPAC testing needs checked. Students had a difficult time viewing the screen. There was no white space on the computer screen. Check for an online

						OPAC test to assess more students. Work with adjunct and online instructors to ensure students have adequate proofreading skills. Work with OPAC testing coordinator to check proofreading formatting issues on the computer screen
2. Operate computer equipment utilizing software application packages.	1,2,3, 7,8,9	Final Integrated Project in BSAD 2510 Business Computer Systems or OFFT 2150 Integrated Information	Expectation: Average grade on the projects will be 80% on a scale of 100%. Result: 80.36%	Y	Exceeded expectations.	Individual scores are now being used.
	1,2,3, 7,8,9	Final Integrated Project in CSCE 2570 Desktop Publishing	Expectation: Average grade on the projects will be 80% on a scale of 100%. Result: 83%	Y	No action needed.	
	1,2,3, 7,8,9	Employer Survey -- measure of technical skills	Expectation: Response will show at least an 80% good to very good response.	Y	Exceeded expectations.	Continue to send reminders to employers for

		Used Employer Assessment of Training, “Technical Skills”	Result: 82.8% Used Employer Assessment of Training, "Technical Skills"		Note: Overall rating declined by 6.6% from 2013 employers responding	continued participation. Investigate reasons for non responding employers.
	1,2,3, 7,8,9	Employer Survey -- measure of knowledge of use of equipment and machines	Expectation: Response will show at least an 80% good to very good response. Result: 82.4%	Y	Exceeded expectations. Note: Overall rating declined by 6.6% from 2013 employers responding	Assess technology currently used in the workplace. Older and newer technology may be in use. Continue to send reminders to employers for continued participation. Investigate reasons for non responding employers.
	1,2,3, 7,8,9	SAM Word, Excel, and Access Assessments in BSAD 2510, OFFT 2150 and OFFT 2170	Expectation: The average overall score on SAM will be 50%. Result: No SAMs testing administered.	NA	SAMS was not administered in BSAD 2110 and OFFT 2150 due to listening costs and testing issues.	Alternate testing options need to be investigated such as OPAC testing system or other MOUS certification Continue to look at alternative, reasonably priced,

						and MOUS-ready testing methods
3. Demonstrate effective communication skills	1,2,3, 7,8,9	Work Keys Listening/Writing -- measures listening and writing skills. Note: This has been combined into one assessment by ACT	Expectation: 3.0 on a 5.0 scale Result: 3.38	Y	Exceeded expectations.	To find alternative ways to test online students to ensure that Workkeys testing is completed. This assessment test should be part of the Personal and Professional Development class. Continue to market for program growth. Investigate ways in which listening and writing activities are incorporated in all course work. Additionally, we need to get statistical results for our area only. Consider testing in a capstone course We have continued efforts with CAPC to

						meet online testing needs.
		Employer Survey -- measure oral communication skills	Expectation: Response will show at least an 80% good to very good response. Result: 82.6%		Exceeded expectations Note: Overall rating decreased by 3.4% from 2013 employers responding.	Continue to send reminders to employers for continued participation. Investigate reasons for non responding employers.
		Work Keys Business Writing -- measure written communication skill	Expectation: 3.0 on a 5.0 scale Result: 3.29		Exceeded expectations Note: Overall rating decreased by 3.4% from 2013 employers responding.	Continue to ensure computer generated testing for consistent results. To find alternative ways to test online students to ensure that Workkeys testing is complete
		Analytical Report in Bus. Communications: Business Writing -- measure written communication skills	Expectation: Average grade on Analytical Report, 80% on a 100% scale Results: 84.19%		Exceeded expectations. Overall rating improved by 3.59% from 2013.	All instructors use consistent scoring methods.

4. Demonstrate appropriate human relations skills.			Expectation: Response will show an 80% good to very good response. Result: No "workplace readiness " assessment was collected.		Not measured.	Work with Research Specialists to determine alternative measurements. Investigate NOCTI assessment "Workplace Readiness" Follow up on alternative measuring instrument.
		Employer Survey -- measure work attitude	Expectation: Response will show an 80% good to very good response. Result: Survey was changed…no "work attitude" assessment was collected.		Not measured	Work with Research Specialists to determine alternative measurements. Investigate NOCTI assessment "Workplace Readiness" Follow up on alternative measuring instrument.

5. Demonstrate an understanding of mathematical reasoning and principles in relation to entry-level employment.	5,7,8, 9	Business Math Post Test	Expectation: Overall average score will be 75%. Result: 79.95%	Y	It is difficult to determine BT students from other majors….especia lly with online education.	Pull results for BT students only.
	5,7,8, 9	Employer Survey -- measure math/problem solving skills	Expectation: 3.5 on a 5 scale Result: 4.13	Y	Exceeded expectations Overall rating improved by .19% from 2013 employers responding.	Continue to send reminders to employers for continued participation. Investigate reasons for non responding employers

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Graphic Design/Visual Communications
Division: Business and Technology

Introduction

The goal of the Graphic Design/Visual Communications program is to acquire necessary graphic design and business skills necessary to succeed in an entry-level job market. Graphic design courses will provide students with experience using software for print media and multimedia applications, such as video, DVD, and the Web. A major focus of the program design is to incorporate graphic design skills with computer technology and business skills.

Summary of Previous Year's Recommendations

The 2012-2103 GDVC assessment results showed that students met expectations for all program outcomes. Outcomes will be monitored, as will changes in software and industry trends. Adjustments will be made accordingly

Assessment Methods& Procedures

These learning objectives are assessed using direct and indirect measures. The following is a short description of how to interpret each measure.

Internship Evaluation

- Evaluation is done by the employer supervisor twice during the Internship program – once midway through the internship and once at the end.
- Scale of measurement is from 1-10 with 10 being the highest level.
- Target areas are (1) visual problem solving with appropriate software (2) ability to apply business concepts and principles

Portfolio

- The portfolio class is a capstone course where students gather projects that they have completed in the Graphic Design program and evaluate them, do revisions, and create additional projects in areas where they are weak. Then they create a hard copy and a multimedia portfolio to use when applying for a job after graduation. In addition to this they create an identity package that includes a business card, letterhead, resume, and a portfolio brochure. They learn how to present their work to the public by setting up a student show. A rubric is used for assessment and the average student score will be 80 points or above out of a maximum of 100 in each of the above areas.

Marketing

- A comprehensive marketing plan is completed in the Principles of Marketing course. They work with a business, and develop a financial analysis including trends, current marketing strategies, and then develop a plan to use marketing dollars more successfully.

Result/Outcomes

*See assessment matrix

Conclusions/Recommendations

This has been another good year for the graphic design students. The feedback received from the Portfolio Show in the gallery of Wrightstone was very positive. There were ten completions in the program. Two students already have jobs where they are working as graphic designers and one student has started to establish a reputation and is doing freelance work. Another student sold all of the work that she entered in the High Plains ArtFest. McCook Community College sent two Desktop Publishing teams to the State PBL Competition this year and they were awarded first and second place, another team was awarded first place in web design and they will all be going on to Nationals in Nashville this summer. Last summer two teams made it to Nationals in Desktop Publishing also, and they were awarded 1st and 7th place, competing against other two and four year colleges at the national level. The team that made it to Nationals in Digital Video Editing last year received a second place award.

Mid Plains Community College Assessment Matrix

Area/Department: Graphic Design Visual Communications **Date Submitted**: May 2014
Level: Advanced **Last Revised:** 2011-2012

	Program Outcomes	**Link to College SLO's**	**Measure & Methodology** *(who, what, when & why)*	**Expected Results/Standards** (*What students should have learned)*	**Expectation Met (Y or N)**	**Analysis**	**Action**
	1. Perform tasks related to entry level employment in the graphic design industry	1,2,3,7,8, 9	Internship Evaluation - produces quality design work according to assigned objectives	Expectations: 7 on a scale of 1-10 Results: 9.8	Y		
	1a. Print Media Design	1,2,3,7,8.9	Print media projects (presented in portfolio)	Expectations: 80% on a scale of 100% Results: 86%	Y		
	1b. Multimedia Design	1,2,3,7,8.9	Interactive Portfolio document	Expectations: 80% on a scale of 100% Results: 88%	Y		
	2. Demonstrate skill in visual problem solving	1,2,3,7,8.9	Internship Evaluation - ability to apply design concepts and principles	Expectations: 7 on a scale of 1-10 Results: 9.8	Y		
		1,2,3,7,8.9	Student Show - development of theme and creative skills	Expectations: 80% on a scale of 100% Results: 90%	Y		
	3. Use effective communication	1	Internship Evaluation --	Expectations: 7 on scale of 1-10 Results: 9	Y		

	skills necessary for a career in graphic design		measure written communication skills				
	4. Determine and use appropriate software for given visual problem-solving situations	1,2,3,7,8.9	DVD Portfolio - use software as necessary to bring projects from diverse applications together	Expectations: 80% on a scale of 100% Results: 89%	Y		
		3,7,8.9	Internship Evaluation - demonstrates knowledgeable use of appropriate software for visual problem solving tasks	Expectations: 7 on a scale of 1-10 Results: 9.4			
		1,3,7,8.9	Student ID package including portfolio brochure	Expectations: 80% on a scale of 100% Results: 92%			
	5. Apply business fundamentals learned to employment in a	3,7,8.9	Internship Evaluation - applies business concepts and	Expectations: 7 on a scale of 1-10 Results: 9.8	Y		

	graphic design setting		principles to work environment				
	5a. Marketing Skills	1,3,7,8.9	Marketing Plan (presented in a Portfolio)	Expectations: 80% on a scale of 100% Results: 79%	just short of expectations		
	6.Develop a print, and digital portfolio to be used in finding entry-level employment in the field	3,7,8.9	Portfolio: Organizational ability, creativity and presentation skills	Expectations: 80% on a scale of 100% Results: 87%	Y		

General Questions (see Narrative Report for specific information)

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**

2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel).***

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Dental Assisting
Division: Health Occupations

Summary of Previous Year's Recommendations

Steps have been taken to screen potential Dental Assisting Program applicants to ensure they meet basic program prerequisites. In addition to their classroom work, students are now required to participate in a job shadow to make sure dental assisting is the right "fit" for them. These two changes have created a stronger group of students who are better prepared to tackle and complete the rigorous pace and coursework the program requires.

Introduction

The Dental Assisting Program is an 11-month course of study leading to a diploma in dental assisting. Students have the option of completing an AAS Degree. The purpose of the program is to prepare graduates to aid the dentist at the chair side during examination and treatment of patients. Dental assistants may perform supportive laboratory and business office procedures.

Upon successful completion of the program, graduates meet all requirements for the practice of dental assisting, are x-ray certified and coronal polishing certified in the state of Nebraska and will be prepared to sit for the national certification examination offered by the Dental Assisting National Board.

Assessment Methods& Procedures

- Evaluation of lab performance during the program based on competency standards set by CODA
    - Faculty evaluation of lab performance during first 8 weeks
    - Dentist evaluation of lab performance during final 8 weeks
- NOCTI exam pre and post for critical thinking, math, and communications skills

Results

Students met or exceeded expectations for all program outcomes. Two of the most significant reasons for student success are:

1. Changes to the program's admission criteria
2. The addition of a job shadowing requirement.

Over the past few years the criteria for admission to the Dental Assisting program has changed. While Compass minimums have been in place for many years, they were not enforced prior to the past 5 years. Now, students who cannot meet the minimum COMPASS scores are required to take the appropriate General education courses that will improve their level of competence in those areas PRIOR to acceptance into the program.

At the request of area dentists, a job shadowing requirement has been added as well. This gives students the opportunity to see, first hand, what the field requires. Also in place now is a face to face interview with Dental Assisting Instructor. At this meeting, many things are discussed which further clarify what the expectations are for students in the program. It is the combination of these factors that

is impacting the type of students that are choosing this program of study. Prospective students are more aware of the “science intensive” nature of the program and those who prefer a LESS science intensive course of study are not enrolling as often.

The above factors, combined with consistent communication with dentists regarding which areas of concentration may need more focused attention within the program, result in better student understanding, and a higher rate of success in outcomes.

Conclusions/Recommendations: Content

The program needs to continue to seek regular input form the dental community as to what they see as important areas to focus on. There are minimum standards that will always be taught, according to the dental assisting accrediting body. Of equal importance to current staff is that the needs of the dental offices we serve are being met and exceeded.

Mid Plains Community College Assessment Matrix

Area/Department: Dental Assisting (DENT) **Date Submitted**: 2013-2014

FED Level: Beginner

Line	Program Outcomes/Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Perform tasks related to entry level dental assisting employment.	1.2,3,5,6 ,7,8	Faculty evaluation of lab performance during the program based on competency standards set by CODA	Average of direct assessment will be 3.5 on a 5 point scale **Results:** 4.8	Y		
2			The dentist/dental assistant in assigned clinical facility will evaluate the student's performance in the final 8 weeks of the program using a Likert scale of performance indicators	Average of dentist/assistant assessment scores will be 3.5 on a 5 point scale			
3	Demonstrate appropriate entry level laboratory skill including pour/trim gypsum casts, fabrication of custom whitening/fluoride trays, sportsgaurds, custom made provisional's	3,7,8	Faculty evaluation of lab performance during the first 16 week s of the academic ear based on competency sheets provided in curriculum Dentist evaluation during final 8 weeks in a clinical setting	Average of 4 on 5 point scale on all competencies for all students on the first try **Results:** 4.74	Y		

4	Use effective communication skills appropriate to dental assisting	1,3,8	NOCTI assessments at the beginning and end of the academic year	Improvement in all measured areas for 90% of all students	Need to compare beg and end scores		
5	Apply the theory of dental assisting to specific tasks using critical thinking	1,2,3,4,7	Initial faculty evaluation during lab experience Dentist/dental assistant evaluation during final 8 weeks of clinical experience using Likert scale for performance indicators	Average of direct assessment (for each student) 4 of 5 on Likert scale			
6	Oral hygiene instructions		The faculty will evaluate clinical performance during the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competences from the National Standards for Dental Assisting Education Programs.	Average of direct assessment scores will be 3.5 on a 5 point scale **Results:** 4.85	Y		
7			The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks or	Average of dental office assessment scores will be 3.5 on a 5 point scale			

			the program using the same performance indicators				
8			Indirect assessment of student learning will be accomplished by surveying employers on the same 5 point rating scale.	Average of employer assessment scores will be 3.5 on a 5 point scale			
9	Practices appropriate dental radiology skills, take Pas and extraoral films, mount film, label film, and maintain safety		Faculty will evaluate clinical performance during the last 8.5 weeks of the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competencies from the National Standards for Dental Assisting Education Programs	Average of direct assessment scores will be 3.5 on a 5 point scale **Results:** 4.8	Y		
10			The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks of the program using the same performance indicators	Average of dental office assessment scores will be 3.5 on a 5 point scale			
11			Indirect assessment of student learning will be accomplished by surveying employers on the same performance indicators	Average of employer assessment scores will be 3.5 on a 5 point scale			

			us the same 5 point rating scale.				
12	Demonstrate appropriate chairside skills Amalgam/composite, patient vitals, and C&B		Faculty will evaluate clinical performance during the last 8.5 weeks of the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competencies from the National Standards for Dental Assisting Education Programs	Average of direct assessment scores will be 3.5 on a 5 point scale **Results:** 4.96	Y		
13	Advanced Procedures: Endo/Perio/Ortho and Surgical skills and		The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks of the program using the same performance indicators	Average of dental office assessment scores will be 3.5 on a 5 point scale **Results:** 4.375	Y		
	Infection control protocol			**Results:** 5.0	Y		
14	4 handed chairside skills	1,2,3,5,6,7,8		**Results:** 4.96	Y		

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**
2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel).***
   See matrix and narrative for additional information

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: EMT—North Platte
Division: Health Occupations

Summary of Previous Year's Recommendations

NA

Introduction

The Paramedic (EMT) Program is designed to provide training and education to develop competent paramedics. The paramedic provides care to emergency patients in an out-of-hospital setting. The emerging roles and responsibilities of the paramedic also include public education, health promotion and participation in injury and illness prevention programs, as well as providing initial treatment.

The program is offered on two timelines, traditional/original and accelerated. The results included in this report are specifically from the traditional timeline. The traditional focuses on the part-time, non-traditional student. The didactic training is offered two evenings a week and includes four hour class sessions over an 8-month period. Students are then granted up to 12 months to complete their clinical and field training at participating facilities and EMS locations. Then all training is completed, the student is allowed and certified to sit for the National Registry Exam, which is the EMT's certifying exam.

Assessment Methods & Procedures

- EMT National Registry Exam Skill Checklist
- Module exams and quizzes
- Observation of affective behavior

Results

Out of 19 students who took the national registry exam:

- 15 passed
- 4 failed

Conclusions/Recommendations

Students need to be encouraged to take the National Registry Exam as soon as possible after completing the class. The longer students wait, the higher the failure rate.

Mid Plains Community College Assessment Results

Area/Department: EMT (North Platte) **Date Submitted**: Spring 2014

FED Level: Beginner

	Program Outcomes/Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Demonstrate knowledge of current skills they will need to use in working in the field as an EMT	2,3,6,7. 9	National Registry skill sheet check lists will be used to practice and test skills	Students are required learn and test 15 different skills to pass the program. These skills are set by national and state standards	29 pass 1 did not take		
2	Confirm knowledge of current knowledge of what they need to work in the field of Emergency Medicine	1,3,6,7, 8,9	Module Exam and Quizzes	EMT students will be required to maintain and finish a C+ to receive a completion certificate of EMT 1 and EMT 2	30 pass 3 fails 5 drops		
3	Demonstrate and incorporate professional values and standards of medical personal that the industry requires in pre hospital emergency medicine	2,4,6,8, 9	Affective behavior will be observed by peers, instructors, and clinical personnel using a check list	Students will show affected behavior in both the classroom and field time	30 pass		

General Questions:

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**

   We have had 18 students test (sic) the National Registry Written with 14 passing a 4 fails. We had three students from last year test and all failed. We need to work on getting them to not wait to test.

   Need to work on the number of students that drop in the NP class. Will have a meeting with advisors, if possible to try to find methods on letting students know what the class involves.

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year: 2013-2014

Program: Medical Laboratory Technician
Division: Health Occupations

Summary of Previous Year's Recommendations
NA

Introduction
The Associate of Applied Science Medical Laboratory Technician Program is designed to prepare students for employment in medical, clinical, research, and public health laboratories. The technician collects or receives patient specimens, performs many general laboratory tests, records data, and reports results to physicians to aid in the diagnosis and treatment of disease. The MLT program combines academic general education with a concentration in basic life sciences, didactic studies in medical laboratory science, and clinical training at hospital laboratories. The program requires two years, (four semesters and one summer session) of full-time study. Students with previous college work may apply for advanced placement pending evaluation of transcripts. Upon completion of the academic and clinical requirements, students will be awarded an associate degree and become eligible to take the national certification examination.

Students completing the MLT program may transfer up to sixty semester credit hours to the University of Nebraska Medical Technology program Medical Technology program. The Mid-Plains MLT program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (www.naacls.org).

Assessment Methods & Procedures
- Evaluation by clinical instructors using an online performance evaluation report form
- Job placement
- Affective behavior checklist
- Board of Certification (BOC) Practice exam
- *Alumni Employer Survey
- Mock National Registry Exam

Result/Outcomes
Pre and post BOC exams, National Registry practice exams, and pass rates on National Registry exams show that students meet or exceed the program expectations. In 2103, 100% of graduates were employed full time in their field. Two months after graduation, 50% of graduates were employed full time, 1 part time, and 3 were not working in the field due to personal reasons.

Conclusions/Recommendations--Content
The current assessment methods/procedures for MLT program outcomes 1, 2, and 6 will be utilized for the 2014-2015 academic year. Methods and measures for MLT program outcomes, 3, 4, and 5 (which were not assessed in 2013-2014) will be developed over the next year.

To better document and evaluate affective behavior, MLT faculty developed a new, more comprehensive affective behavior checklist for use in the classroom and at clinical sites.

Mid Plains Community College Assessment Results

Area/Department: Medical Laboratory Technician **Date Submitted**: July 8, 2014

FED Level: Beginner

Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
Possess the appropriate and necessary competencies for entry level employment in the medical laboratory.	8	Evaluated by clinical instructors at assigned facility during clinical rotation using online Performance Evaluation report forms.	Cumulative class result will be 70% or better. Results: Hematology: 96.2% Clinical Chem: 94.3% Microbiology: 82.7% Blood Bank: 94.8% Urinalysis: 93.9%	Exceeded expectation.	No action indicated.	
		Program Completion Rates				
		Job Placement Rates **SPRING 2014**	Expectation is 100% Placement in career within 6 months of graduation: **2013 Results:** 9 graduates 9 working FT (100%) **2014 Results:** 8 graduates 4 working FT (50%) 1 working PT (12.5%) 3 not working for various reasons (37.5%)	Met expectation. Has only been 2 months since graduation.	No action indicated.	
Demonstrate the appropriate and necessary personal and work characteristics that contribute to	4, 6	Evaluated by clinical instructors at assigned facility during clinical rotation using online Affective Behavior	Cumulative class result will be 70% or better. Results: Hematology: 96.0% Clinical Chem: 96.2%	Exceeded expectation.	No action indicated.	

effective job performance, relations and retention. (CLO 4,6)		Evaluation Report forms. **SPRING 2014**	Microbiology: 87.0% Blood Bank: 95.6% Urinalysis: 91.9%			
Use appropriate and necessary communication skills to ensure success in job performance, job relations and job retention.	1,2,3	Alumni/Employer Survey				
Apply the theory of technical specialization using critical thinking/reasoning while working independently.	7,8,9	Alumni/Employer Survey				
Use mathematical data and reasoning skills in relation to the medical laboratory.	5	MEDT-1060 Course Outcomes				
Be prepared to take external certification examinations.	5,6,7,8,9,	Mock Registry Exam Results conducted at end of training cycle.**SPRING 2014**	Cumulative class average will be 70% or better. Result: 87.9%	Exceeded expectation.	No action indicated.	
		Post Clinical Training content area exam results conducted at end of training cycle.	Cumulative class in each content area average will be 70% or better. <u>Results:</u> Hematology: 78.5%	Exceeded expectation.	No action indicated.	

		SPRING 2014	Clinical Chem: 86.8% Microbiology: 88.0% Blood Bank: 84.5% Urinalysis: 85.8% Immunology: 84.5% Lab Operations: 94.8			
		Board of Certification (BOC) results **SPRING 2014**	>75% Will pass BOC exam on first attempt Program: 100% National: 72.0%	Exceeded expectation	No action indicated.	
		Board of Certification (BOC) results **SPRING 2014**	All content areas will have BOC exam program mean scaled score of >400 on first attempt Results: Hematology: 525 Clinical Chem: 493 Microbiology: 558 Blood Bank: 527 Urinalysis: 650 Immunology: 633 Lab Operations: 639	Exceeded expectation.	No action indicated	

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Nursing (ADN)
Division: Health Occupations

Introduction

The ADN nursing program is designed to prepare students for employment as registered nurses. The practitioner will develop entry level skills and is eligible to take the NCLEX-RN National Council (of State Boards of Nursing) Licensing Examination-Registered Nurses. The program meets the requirements for accreditation by the Bureau of Examining Boards, Board of Nursing of the State of Nebraska. Mid-Plains Community College is fully accredited the Higher Learning Commission, a member of the North Central Association. The Associate Degree in nursing program is accredited by the Accreditation Commission for Education in Nursing. The nursing program includes nursing and non-nursing courses. The program includes ATI Nursing Education in the curriculum to improve student and program outcomes.

Summary of Previous Year's Recommendations:

In 2012-2013, five out of eight program outcomes were met; three were not.

Outcome	Results
Outcome 1	Met expectations
Outcome 2	Did not meet expectations
Outcome 3	Met expectations
Outcome 4	Did not meet expectations
Outcome 5	Met expectations
Outcome 6	Met expectations
Outcome 7	Met expectations
Outcome 8	Did not meet expectations

Impact Issue: In April of 2013, an increase in the NCLEX test plan and passing standard was implemented. Upon implementation, the national pass rate dropped from 92.74% in April of 2012 to 83% for all programs; 80.95% for ADN programs.

For 2012-2013, specific recommendations for improvement include:

- Improvement in communication and consistency in evaluating clinical expectations
- Investigate the use of math for nursing videos and workbooks for students with lower math grade in Nursing Concepts V.
- Include nursing process in simulation lab debriefing to increase critical thinking
- Incorporate ATI throughout the curriculum to help students with NCLEX exam, remedial course work, and specific skills such as dosage calculation and pharmacology.

2013-2014 Results

In 2013-2014, six out of eight program outcomes were met.

Outcome	Results
Outcome 1	Met expectations
Outcome 2	Met expectations
Outcome 3	Met expectations
Outcome 4	Met expectations
Outcome 5	Did not meet expectations
Outcome 6	Met expectations
Outcome 7	Met expectations
Outcome 8	Did not met expectations

Assessment Methods & Procedures

Clinical evaluation tools. See ADN assessment matrix for specific information.

Result/Outcomes

- Based on 2012-2013 data, commination between full time and clinical adjunct faculty in regard to clinical evaluation standards has improved.
- Students did not meet expectations on the ATI Comprehensive Predictor and the first time pass rate on the NCLEX-RN exam.

	Expectation	Actual Score
ATI Comprehensive Predictor	90% of 2nd Year Students will score greater than a 69.3%	40.9%
NCLEX-RN First Attempt Pass Rate	Greater than 83%	72.7%

Conclusions/Recommendations

- A full and part time faculty orientation policy and procedure manual is being developed to help improve communication between all faculty and consistency in clinical evaluations.
- Beginning in Fall 2014 (2016 graduating class), the required score to pass theory classes will increase to 78%.
- The ATI Virtual NCLEX review will be a requirement and included in student fees. The Virtual Review provides students with a 1:1 feedback about the NCLEX areas they need to study
- Implement a revised employer survey

LEARNING OBJECTIVES/OUTCOMES DATA

Associate Degree Nursing 2013-2014					
Objectives/Outcomes	***Measure***	***Expectation/Result***	***Analysis***	***Action***	***Outcome***
1. Contribute to the ongoing database to identify human needs for clients of all ages (CLO 3,6,8)	Clinical evaluation tool: NCII: II.A	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 100%	Met expectation	Reinforce the importance of assessment of the systems throughout the program. Continue to monitor.	
	NCV: II.A	95% of 2nd year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 90.9%	Below expectation	We are developing a full and part-time faculty orientation policy and procedure manual.	
2. Utilize the nursing process to meet patient's needs in a caring non-judgmental manner utilizing goal directed critical thinking with scientific rationale (CLO 6,7,8)	Clinical evaluation tool: NCII: II.B; II.C; II.D	90% of 1st year students will score 12 of 15 points in the final 2 weeks on med-surg area in spring semester Result: 100%	Met expectation	Continue to emphasize the importance of the nursing process throughout the curriculum. Continue to monitor.	
	NCV: II.C 1, 2; II.D	95% of 2nd year students will score 12 of 15 points in the final 2 weeks on med-surg area in spring semester Result: 77.3%	Below expectation		
	Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program—Mentor evaluation section A	Average of direct assessment scores will be 4 on a 5 point scale Result: 4.4	Met expectation		

	Report from Advisory Committee	90% positive response Result: Not available		Developing a nursing program specific graduate and employer survey	
3. Provide competent, knowledgeable care to patients with health problems utilizing therapeutic communication and patient education. (CLO 2,6,7,8)	Clinical evaluation tool: NCII: III.A; III.B; III.C	90% of 1st year students will score 12 of 15 points in the final 2 weeks on med-surg area in spring semester Result: 100%	Met expectation		
	NCV: III.A; III.B	95% of 2nd year students will score 8 of 10 possible points in the final 2 weeks on med-surg area in spring semester Result: 95.5%	Met expectation		
	Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program—Mentor evaluation section B	Average of direct assessment scores will be 4 on a 5 point scale Result: 4.6	Met expectation		
4. Utilize knowledge gained from the nursing, humanistic, physical and behavioral sciences to provide specialized nursing care to clients. (CLO 4,5,6,7,8)	Clinical evaluation tool: Math/med NCII: I.E	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 100%	Met expectation		
	NCV: I.D 1, 2, 3	95% of 2nd year students will score 12 of 15 possible points in the final 2 weeks on med-surg area in spring semester Result: 100%	Met expectation		

	Math Exam Grades	90% of 1st year students will have an average math exam grade of 85% or higher Result: 95%	Met expectation	Implemented ATI Dosage Calculation for the class starting fall 2014	
		95% of 2nd year student will have an average math exam grade of 90% or higher Result: 54.5%	Not met		
	Psych-soc: NCII: II.A2	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 100%	Met expectation	Continuing to emphasize the psychosocial aspects in every theory unit, and reinforce psychosocial assessment expectations in clinical written assignments.	
	NCV: II.A2	95% of 2nd year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 86.4%	Not met		
	Correlation of all aspects of care: NCII: IV.B	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 95%	Met expectation	Include all aspects of the patient (disease process, meds, labs, assessment data, nursing diagnosis, etc.) in simulation scenarios and have students discuss how things fit together in debriefing. Work individually with students who are struggling with concept maps to make sure they	
	NCV: IV.C	95% of 2nd year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 81.8%	Not met		

				understand the expectations.	
5. Participate in lifelong learning to enhance professional growth (CLO 8)	Clinical evaluation tool: NCV: VII.C 1; VI.D Report from advisory committee	95% of 2nd year students will score 8 of 10 possible points in the final 2 weeks on med-surg area in spring semester Result: 59% 90% positive response Result: Not available	Not met	Numerous students had no evaluation of the article critique on their evaluation tool, especially from adjunct faculty. Make sure that all of the faculty are enforcing the requirement of an article critique each rotation, and putting an evaluation score on the clinical evaluation tool. Developing a nursing program specific graduate and employer survey	
6. Functions in beginning management role while planning and providing care for a group of patients. (CLO 7,8)	Clinical evaluation tool: NCV: V.E Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program—Mentor evaluation section D	95% of 2nd year students will score 4 of 5 possible points in the final 2 weeks on med-surg area in spring semester Result: 86.4% Average of direct assessment scores will be 4 on a 5 point scale Result: 4.6	Not met Met expectation	Change the evaluation of the management role to looking at the evaluation of the student's week as a team leader for the 1st year students rather than their responses on clinical reflections regarding evaluation of management during the last 2 clinical weeks.	

	Report from advisory committee	90% positive response Results: Not available	Developing a nursing program specific graduate and employer survey		
7. Demonstrate accountability by functioning within nursing's ethical and legal frameworks (CLO 7,8)	Clinical evaluation tool: NC II: VII.A; VII.D	90% of 1st year students will score 8 of 10 possible points in the final 2 weeks on med-surg area in spring semester Results: 100%	Met expectation		
	NC V: VI.C; VII.A; VII.B	95% of 2nd year students will score 12 or 15 points in the final 2 weeks on med-surg area in spring semester Results: 100%	Met expectation		
	Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program — Mentor evaluation section C	Average of direct assessment scores will be 4 on a 5 point scale Results: 4.6	Met expectation		
8. Prepare to pass the licensing exam (NCLEX-RN) (CLO 8)	ATI Comprehensive Predictor	90% of 2nd year students will score ≥ 69.3% on ATI Comprehensive Predictor (equivalent to 90% chance of passing NCLEX-RN on the first attempt) Result: 40.9%	Not met	Reinforce the use of ATI throughout the curriculum.	

	NCLEX-RN results	≥ 83% pass NCLEX-RN on first attempt Result: 72.7%	Not met	Increased the required score to pass theory classes to 78% beginning with the fall class of 2014 (2016 graduating class). Encourage ATI Virtual NCLEX Review, consider making it a requirement with the cost included in the student's fees.	

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Program: Early Childhood Education (ECE)
Division: Humanities, Human Services, and Social Sciences

Summary of Previous Year's Recommendations
NA

Introduction
This is a first year assessment effort focused on ECE program outcomes as listed in MPCC's college catalog and standards set by current ECE faculty.

Assessment Methods & Procedures
Test average from Infant -toddler, child and appropriate tests from Human Development

- Recognition of the role of family and community in class responses, tests and comments on practicum experiences
- Class presentations and practicum experiences. In Lab and Seminar, Expressive Arts and Early Childhood Curriculum methods
- Test items related to curriculum content in Early Childhood Curriculum and Expressive Arts and Design
- Advocacy project in Introduction to Early Childhood Education
- Observation reflections from all age groups in Intro to Early Education, Lab and Seminar I & II

Result/Outcomes

# of Standards Included on Matrix	# of Standards Formally Assessed	# of Standards Met (out of those assessed)	# of Standards Not Met
7	4	2	2

Conclusions/Recommendations
Specific recommended changes include:

- Shifting the timing of specific class projects, such as the advocacy project
- Making sure students involved in class observations at distance education sites receive personal attention from faculty or local childcare professionals
- Continued discussion and evaluation of developmental stages of children from birth to age eight.

Standard 1 – Promoting Child Development and Learning				
	Measure	Expectation	Results	Action
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.	Test average from Infant -toddler, Child and appropriate tests from Human Development	80%	85%	Continue presenting, discussing and evaluating developmental understanding in this area.

Standard 2 Building Family and Community Relationships				
	Measure	Expectation	Results	Action
2c: Involving families and communities in young children's development and learning	Recognition of the role of family and community in class responses, tests and comments on practicum experiences	70%		

Standard 3 Observing, Documenting and Assessing to Support Young Children and Families				
	Measure	Expectation	Results	Action
3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.		75%		

Standard 4 *USING DEVELOPMENTALLY EFFECTIVE APPROACHES*				
	Measure	Expectation	Results	Action
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	Class presentations and practicum experiences. In Lab and Seminar, Expressive Arts and Early Childhood Curriculum methods	80%	88%	Students were able to use DAP teaching with students effectively throughout their courses. Challenges arise when many programs, curriculums and online resources claim to be "DAP" and they are not. Supporting students in the developing skills to reach core curriculum goals, yet maintain DAP practice, requires extensive effort on the part of the teacher. To support this understanding we will continue to bring DAP experiences to our students and compare/contrast the learning to other strategies.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM				
	Measure	Expectation	Results	Action
Understanding content knowledge and resources in academic disciplines;	Test items related to curriculum content in Early	70%		

language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	Childhood Curriculum and Expressive Arts and Design			

STANDARD 6. BECOMING A PROFESSIONAL				
6e: Engaging in informed advocacy for young children and the early childhood profession	Advocacy project in Introduction to Early Childhood Education	70%	66%	There was a significant difference between the first portion of the advocacy project (89% success) which involves researching a topic students feel passionate about and the second portion, (42%) which involves DOING something to advocate on behalf of their topic. Since advocacy involves taking action this will be introduced earlier in the semester and involve the entire class. Though not all students will be an advocate for something they are personally passionate about, they will experience the research, follow through and evaluation of doing FOR children and families and not just talking about it. Goal remains at 70%

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES				
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)	Observation reflections from all age groups in Intro to Early Education, Lab and Seminar I & II	90%	88% Percentage based upon those who completed the assignments	Students who completed the assigned observations came very close to the goal of 90%. Class reflections on video taped observations will be included in next year's curriculum to help them practice this skill in a group A larger challenge exists for students who simply did not complete the assigned observations. "I didn't know where to go." Was a common concern voiced by students at the Distance Learning sites. To address this students will be encouraged to plan time to drive to McCook to observe in our lab. For those who simply can not, local professionals will be contacted by the instructor to ease the initial phone contact for the students. Students will still be expected to make an appointment with the observation site and follow professional guidelines while there.

Mid-Plains Community College
Assessment Report: Instructional/Academic Pilot Project

Semester:
Spring 2014

Course: ENGL 0990 College Prep Writing
Division: Humanities, Human Services, and Social Sciences

Introduction

For the Spring 2014 semester, all sections of ENGL 0990 College Prep Writing participated in a pilot assessment project based on course outcomes. Faculty were asked to set expectations/ target scores for each outcome, link assignments to course outcomes, track student's progress, and submit results at the end of the semester.

Rationale for selecting ENGL 0990:

- ENGL 0990 is a developmental course
- ENGL 0990 is typically a Fall semester course. For the purposes of a pilot project, a smaller group of faculty and students was easier to work with. A long term goal is to track the cohort of students and see how they progress in the next level course.
- The next level course, ENGL 1010 Expository Writing, has an established assessment process where faculty utilize a common rubric to evaluate the required research essay. The ENGL 0990 project will provide information that will hopefully complement the information collected in ENGL 1010.

Assessment Methods& Procedures

The three ENGL 0990 faculty used a variety of assessment methods including:

- COMPASS test scores to establish a baseline of where students were at
- One faculty member used the COMPASS as a post-test to determine overall improvement
- Class lecture, quizzes, tests, grammar practice exercises
- Individual and group work

Result/Outcomes

Overall, students met course outcomes for all three sections.

All students enrolled in ENGL 0990 will be tracked to see how they do in the next level course (ENGL 1010, ENGL 1040, or OFFT 1070). Following are statistics for the Spring 2014 ENGL 0990 cohort:

Average COMPASS test scores for students prior to enrolling:	
Reading: 70	Writing: 49

**COMPASS Reading score requirement for ENGL 0990: 0-79; COMPASS Writing Score Requirement: 39-73*

Total # of students enrolled in ENGL 0990: 37	# of students	Percentage
Total # of students who successfully completed the course with a D or better:	25	67%
Total # of students who failed:	7	19%
Total # of students who withdrew:	5	14%
*Total # of students who successfully completed the next level course by the end of the Spring 2014 semester:	6	16%

**Two of the three sections of ENGL 0990 were taught in an 8 week format allowing students to complete the next level course in the same semester.*

Conclusions/Recommendations (content)

- Time spent teaching vocabulary skills was time well spent
- Link vocabulary assignments with current articles in newspapers and magazines
- Students do a better job when the topic they are writing about interests them
- Administer tests in a consistent format (computer vs paper)
- Student engagement with material that didn't relate to them was a challenge even with peer reviews.

**information taken from narrative feedback*

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Course: ENGL 1010 Expository Writing I
Division: Humanities, Human Services, and Social Science

Introduction

Research Essay

In the Fall of 2008, English faculty initiated a research essay assessment project for all sections of ENGL 1010 Expository Writing I. All ENGL 1010 faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved rubric.

Narrative Component—New for Spring 2013

To add a qualitative component to the quantitative data generated by the research paper review, the English department added a narrative component to their assessment process.

Assessment Methods & Procedures

Research Essay

Each faculty member will identify a representative sample group of students:

- Faculty who teach multiple sections select the largest section as their representative group
- Faculty who teach multiple sections with fewer than 15 students randomly select students from each section until 15 students have been identified
- Faculty who teach fewer than 15 students total in all sections use all students as their sample group

Essays are evaluated by instructors based on a departmental approved rubric. Along with a summary sheet of tabulated scores, the essays and corresponding rubrics are returned to the ENGL 1010 project coordinator.

Narrative Component—New for Spring 2013

All faculty who taught ENGL 1010 during the 2013-2014 academic year were asked to answer the following questions:

1. Identify a time when you assessed learning in the past year. This can be a formal assessment, such as a rubric or a quiz, or it can be an informal assessment, such as asking a question in class or just noticing student(s) struggling.
2. Explain the problem you discovered through this assessment. Is there something that just wasn't "clicking" for your students? Was there some kind of knowledge or skill gap?
3. Describe your strategy for changing and improving your instruction in response to this assessed need.
4. Describe the outcome. How did your new strategy improve student learning?

Results/Outcomes

Research Essay
Fall 2014 Results

Total number of scored essays	234
Total number of essays scored > 16 points:	211
Percentage of essays scored > 16 points	90%
Total number of essays scored< 16 points:	23
Percentage of essays scored < 16 points	9%
Number of faculty who did not participate	1
Number of essays not submitted	14

For the past three years, data has showed that ENGL 1010 students are exceeding the 75% benchmark set by the English faculty.

Year	Results
2010	90.1% scored at least 16 points
2011	86.6% scored at least 16 points
2012	87.1% scored at least 16 points

Note: 16 point benchmark on a 32-point score system is somewhat analogous to a 4.0 scale, where the benchmark for satisfactory work would be 2.0. It is **not** analogous to a 50% on a percentile grading scheme

Narrative Component—New for Spring 2013

General findings

1. Students still struggle with sentence structure (sentence fragments, run-on sentences.
2. MLA documentation (parenthetical citations and works cited page)is a difficult concept for students to understand and equally as difficult to teach. To help students through the documentation process, one faculty member took a different approach when teaching MLA documentation:

> *Over the years, I struggled to help my students understand the connection of the parenthetical citations to the works cited page. Furthermore, building the works cited page seemed to cause so much anxiety. I soon learned that it was best to prepare the works cited page the next day after finding sources. Essentially it was best to do the works cited page before they were tired of the project, and they were much more receptive in the beginning than at the end of the project.*
>
> *It did help to point out that the information on the left hand margin of the works cited page was the information that would be placed in the parenthetical citations. While they are typing and preparing their rough draft, I require them to have their works cited*

page nearby, so that they have the information they need for the parenthetical citations. This helped some of my students, but others continued to struggle.

For years I have looked for an efficient way to connect the parenthetical citations to the information in the works cited page. One day this year while thinking about this, I found an efficient analogy to solve the connection issue. We live next to Interstate 80, so I used the interstate as a representation of the paper, and the exit signs as a representation of the parenthetical citations within the paper. Then I used the destination of the traveler as the representation of the works cited page, especially the information on the left side. This analogy has worked very well this year.

Conclusions/Recommendations

Research Essay

A five year comparison of scores show ENGL 1010 students are meeting expectations. Participation from faculty in McCook and North Platte has been at or near 100%, but participation from adjunct and concurrent faculty has not been as robust. The assessment coordinator will work with the full-time English faculty to ensure all faculty (full time, adjunct, and concurrent) participate.

Narrative Component—New for Spring 2013

The narrative component was a natural expansion of the research paper review. For 2014-2015, the narrative should be submitted with the research paper review.

ENGL 1010

Spring 2014 Narrative Comments

**Comments are copied/pasted as submitted.*

Submission #1

Narrative Assessment Paragraph

Within my 1010 course, I recognized students were struggling to see logic within their own writing, specifically how sentence and paragraph structure tied into the organization of their papers. I, therefore, had students write and respond to articles of their choosing based on their own interests with topics. Students wrote an outline, responded in paragraph form, and developed an explanation of the structure of the articles. Students would be able to see the articles' ideas in a logical format (both in sentences and paragraphs) while using their own words to describe the structure. In the future, I may allow students to type their outlines/responses/paragraphs during class and outside of class to provide more time to complete the writing which might help them process the structure over time rather than in 50 minutes a couple times a week

Submission #2

Although I still struggle with making my students understand WHY MLA formatting is important, I am making some headway on getting them to look at HOW. This semester I found links to exercises online for doing a Works Cited List. I teamed them in class and got them started. Working with someone else is more motivating than just pleasing me, plus they can learn from each other. On their next papers I saw a marked improvement. Next I will work on how to improve in-text citations.

Submission #3

Along with the formal assessment at the end of the semester, about half way through I handed out 3x5 cards and asked students to write one thing they liked and one thing they did not like (or were confused about) so far in the semester. I found that they really liked doing short assignments in class for instant feedback, but they really hated working in groups of two or three because one person ended up doing all of the work – usually the better student. There was also a skill gap concerning sentence fragments, so we went over that in class with handouts, even though it is not an ENGL 1010 official topic. Writing improved, and weaker students who usually did not prepare were forced to do so.

Submission #4

ENGL 1010 Assessment: Part II

Over the years, I struggled to help my students understand the connection of the parenthetical citations to the works cited page. Furthermore, building the works cited page seemed to cause so much anxiety. I soon learned that it was best to prepare the works cited page the next day after finding sources. Essentially it was best to do the works cited page before they were tired of the project, and they were much more receptive in the beginning than at the end of the project.

It did help to point out that the information on the left hand margin of the works cited page was the information that would be placed in the parenthetical citations. While they are typing and preparing their rough draft, I require them to have their works cited page nearby, so

that they have the information they need for the parenthetical citations. This helped some of my students, but others continued to struggle.

For years I have looked for an efficient way to connect the parenthetical citations to the information in the works cited page. One day this year while thinking about this, I found an efficient analogy to solve the connection issue. We live next to Interstate 80, so I used the interstate as a representation of the paper, and the exit signs as a representation of the parenthetical citations within the paper. Then I used the destination of the traveler as the representation of the works cited page, especially the information on the left side. This analogy has worked very well this year. I hope it continues to work as well in the future. The steps of the research process should not be frightening or overwhelming for students.

Submission #4

This fall I taught a Wednesday evening section of ENGL 1010 on campus. In the past, I have taught mostly dual credit English for the college, so this was one of the more recent times when I had mostly nontraditional students. I was midway through a lecture and discussion with the class about citing sources using MLA style documentation. My class was usually engaged and fairly vocal, asking questions and making comments as we discussed essays and types of writing. I then noticed the room had become silent. I looked up and saw most of my students in varying degrees of distress. After asking a few pointed questions, I realized that these students knew more about footnotes (Chicago Style) than they did anything I was trying to teach them. The first thing I did was tell them all not to worry. I told the class that MLA may seem like a foreign language at first, but that it is just another style of documentation. I drew up a few samples on the board of parenthetical citations. Then I had the students come up in pairs and try to document different sample sources. By the end of the class, the stress was gone for my students. They had gained confidence and no longer seemed to feel that using MLA was such a daunting task. I think the first hurdle had been to help the students to relax and not feel so confused and overwhelmed about the subject matter at hand. When a level of comfort was achieved, the educational process worked as it should.

Grading student essays, I noticed that in spite of last semester's work done individually by students at http://www.ccc.commnet.edu/sensen/, most of the students were still having trouble with sentence

construction. The essays were full of fragments; run ons; tangled constructions, long, rambling sentences that often "switched gears" in the middle; and sentences that simply didn't make any sense. I always allow class time for students to read early drafts aloud, which usually helps people catch most of these things, but not in this class. Finally, I started copying some of these "masterpieces" onto a word document. I tried to get at least one from each student. One class period, I told the students what I had done and asked if anyone objected to our working on these as a class. If any student would have asked me not to use theirs, I would have respected that choice, but nobody asked. I never said the name of the writer, but since students had already read and responded to early drafts on the discussion board, they probably knew. Since half the students are on-site and the others are at a DL site, I showed the sentences via computer. Usually, we were able to fix the sentences with input only from students. Before their very eyes, I used the strikeout tool to cut words and put the replacements in red font. I took the opportunity to point out features that made the sentences better, such as punctuation for compound sentences, parallelism, and labeled them on the document. After we finished, I put our new masterpiece in a Handouts section I'd created on Blackboard, and advised students both as a class and individually in feedback to use these (we did it twice) to help them revise their next essays. I've noticed significant improvement in some students' work, notably in one who had the most trouble. But other students either still don't get it or don't bother to use the handout.

AREA	4 points (A)	3 points (B)	2 points (C)	1 point (D)	0 points (F)
Thesis/Controlling Idea/Focus	Clear and highly effective, original, and/or complex thesis or controlling idea that unifies the entire essay	Clear, effective thesis or controlling idea that unifies the entire essay	Clear and appropriate thesis that unifies most of the essay	Somewhat unclear thesis or controlling idea, limited unity	Thesis or controlling idea non-existent
Details/Development/Support	Adeptly illustrates points with highly effective and vivid examples and details	Often illustrates points with effective examples and details	Illustrates points with appropriate details at times	Occasionally illustrates points with appropriate details or examples	No details or examples to illustrate points
Ideas/Main Points/Logic	Makes compelling, original, and/or logical arguments/points throughout the essay	Makes mostly effective and/or logical arguments/points throughout the essay	Makes somewhat effective and/or logical arguments/points in the essay	Makes some valid point/arguments; may have significant problems with logic	Points/arguments are incomprehensible
Organization/Coherence	Clear and effective organization of and within paragraphs; adept use of transitions	Mostly clear organization of and within paragraphs; good use of transitions	Some organization of and within paragraphs; some use of transitions	Vaguely clear organization of or within some paragraphs; little or no use of transitions	No discernable organization of or within paragraphs; incoherent
MLA Format/Incorporation of Research	Contains virtually no errors in formatting and adeptly incorporates researched information	Contains only minor errors in formatting and effectively incorporates researched information	Contains some errors in formatting or awkwardness in incorporation; source materials clearly cited	Contains significant errors in formatting or awkwardness in incorporation; materials unclearly cited	No effort made to cite sources and/or no sources used
Introduction and Conclusion	Compelling or original introduction and conclusion	Effective introduction and conclusion	Clear and adequate introduction and conclusion	Some attempt to introduce or conclude; may be missing one or the other	No introduction or conclusion
Grammar/Mechanics/Language/Tone	Contains virtually no mechanical or language errors	Contains only minor mechanical or language errors	May contain mechanical or language errors that do not interfere with meaning	Contains mechanical or language errors that begin to interfere with meaning	Contains mechanical or language errors that seriously interfere with meaning
Follows Instructions/Follows Conventions	Adheres to all assignment instructions and genre conventions	Almost always adheres to all assignments instructions and genre conventions	Usually adheres to most assignment instructions and genre conventions	Adheres only somewhat to assignment instructions and genre conventions	Wholly disregards assignment instructions and genre conventions

TOTAL SCORE: _____

ENGL 1010 Essay Assessment Rubric

MEMORANDUM

Student Assessment of Learning – History – North Platte Community College
Prepared by Dr. Glynn G. Wolar – October 17, 2014

Assessment Objectives: The former members of the Social Sciences Division agreed upon two broadly defined objectives appropriate to social sciences students: 1) demonstration of an awareness of a variety of cultures, institutions, and traditions; and, 2) demonstration of the knowledge and critical thinking skills necessary to transfer to a 4-year college or university.

It is to be noted that the institution adopted a "writing across the curriculum" position during the 1990s and, as a result, it is to be expected that faculty will dedicate substantial portions of their respective courses to the enhancement of student writing skills. To that end, Dr. Wolar's history courses are formulated on the basis of rigorous writing enhancement, i.e., 100% of his courses are writing oriented to the complete exclusion of multiple choice, objective, and any other non-writing exercises. Presently, Dr. Wolar's history courses are composed of two midterm examinations, two written critical reviews, and one comprehensive final examination. The two midterm examinations are composed of a first midterm exam that is a short essay upon various historical topics and personages; while the second midterm exam, offered one week later, is a critical thinking written exercise done out of class in which the student composes questions for potential discussion. The critical reviews pertain to monographs within the discipline of history, with an option to replace one book with a film. Over the past two years, students may opt for one paper that critically reviews two historical monographs. The final examination is composed of two essay questions to be completed in a two-hour final exam period at the end of the semester. Classes are conducted in a predominantly lecture format, with plenty of time for Socratic dialogue and geographic recognition via historical maps.

Regarding the critical thinking component of the Social Sciences program objective, the former Social Sciences Division agreed to administer the Watson-Glaser Critical Thinking Examination to a group of students. We agreed that a minimum score of 25 (out of 40) would be our initial expectation of students. Administering the exam in academic year 2003/2004, MPCC students performed at an average of 26.03. The Watson-Glaser Critical Thinking Examination most recently administered rendered very similar results. This examination has not been administered in recent years.

Concerning the first program objective, the former Social Sciences Division agreed to utilize an essay format in pursuit of that assessment objective. For assessment purposes, American History I students were to be asked an essay question or submit a book review pertaining to the slavery issue; while American History II students were to be asked an essay question or submit a book review pertaining to the civil rights movement. The history instructors were in agreement that students at the McCook Campus need not

necessarily answer the identical essay questions as students at the North Platte South Campus.

Assessment Process: At the conclusion of the grading process that normally takes place at the end of the academic semester, the history instructors (Dr. Wolar on North Platte's South Campus and Mr. DeVaughn on the McCook Campus) are supposed to choose representative essays or papers from the respective classes and forward those essays/papers to our faculty colleagues in the English department of the former Humanities Division for a grammatical/stylistic assessment review. Two essay/paper answers from students graded A, B, C, and D by the history instructors will be forwarded to the English colleagues for this purpose. Either before or after that forwarding process, the history instructors have agreed upon an assessment rubric with regard to the substantive content of the essay answers or the formal papers. That substantive content rubric is noted, below.

Incidentally, it is to be noted that the joining of the English and History faculties in this venture will hopefully provide the following assessment perspective. The English faculty will be able to assess whether our students are writing effective essays across the academic disciplines, i.e., beyond English writing courses. As a result, English faculty can make a determination whether our students are writing effectively (noting writing style, grammar, sentence structure, etc.). History instructors will be gauging the substantive effectiveness of our students within the discipline of history. As a result of that substantive assessment, it is hoped that the history faculty can make appropriate adjustments to the courses offered at the institution to maintain the agreed upon Social Sciences objectives.

Assessment Criteria for Substantive Content in History: History faculty will utilize the following four-point rubric in assessing the substantive content of the representative essays answers.

1) Accuracy of factual content –

   4 points to be awarded if the student displays a superb command of such.
   3 points to be awarded if the student displays a good command, but with minor errors noted.
   2 points to be awarded if the student displays an average command, with a major error or minor errors noted, but generally having a solid sense of the factual material presented to the student.
   1 point to be awarded if the student displays consistent inaccuracies, a scattered sense of the factual content, or no command of the content.

2) Issue recognition –

   Same point scale as above.

3) Theme recognition –

Same point scale as above. For instance, regarding an American History II essay question on civil rights, there's an overriding theme of discriminatory segregation (Jim Crow segregation laws in the South), with several issues pervading that general theme. Such issues might be tied to the civil rights movement and M.L. King, Jr., Rosa Parks, the Civil Rights Act of 1964, etc.

4) Interconnections between facts, themes, and issues in proper chronological sequence.

Same point scale as above.

Summary of Assessment of Student Learning for History Students at North Platte's South Campus:

It is Dr. Wolar's professional perspective that his grades correspond well to the assessment rubric noted previously. Generally, North Platte South Campus students rarely display a superb command of factual material germane to the history courses offered on that campus. In general, history students display an average to good command of such material. The same statement can be made with regard to issue recognition within the context of history courses. However, students do much better with regard to theme recognition, more regularly displaying a good to superb command of theme recognition. This may simply be a reflection of the fact that students at the lower division of the undergraduate experience tend to readily focus upon general notions to the exclusion of specific notions within the discipline of history. Thus, a student writing an essay dealing with civil rights in the post-World War II era may readily acknowledge the theme of discriminatory institutional behavior, while being more lax with regard to the specific issues pertinent to that discriminatory theme. Student interconnection between facts, themes, and issues in proper chronological sequence appears to be progressing at a good level. That is to say, students are handling a demanding load in Dr. Wolar's history courses in a manner that prepares them well for the transfer to the four-year institution. It is anticipated that a greater emphasis will be necessary, in future course offerings, along the lines of improving the students' ability to recognize relevant historical issues more readily.

At the conclusion of the Spring 2010 semester, Dr. Wolar forwarded several essays that received an "A" grade, a "B" or "C" grade, and a "D" grade to Ms. Allen for essay-writing evaluations. Her assessment indicated that writing skills appeared to closely match the grade assigned by Dr. Wolar from a substantive perspective. Therefore, it appears that students mastering writing procedures are more likely to be able to substantively reflect mastery of the subject matter within the discipline of history. Students performing poorly in writing appear less likely to be able to recognize issues and themes, appear less able to delineate factual accuracy and chronology, and are almost

completely unable to make the appropriate interconnections between historical facts, chronology, issues, and themes.

The report issued to Dr. Wolar by North Platte South Campus English instructor Ms. Allen, re: assessment of history essays for writing ability, indicates that there is a general consistency in writing across the disciplines. However, it is apparent that students who have not taken ENGL 1010/1020 courses prior to taking Dr. Wolar's history courses are jeopardizing their ability to maximize their potential in the history course. The institution must make a more concerted effort, therefore, in guiding students toward the appropriate writing-oriented ENGL course prior to, or contemporaneously with, the taking of a history course at NPCC. In particular, the institution would be well advised to monitor students more closely as they transition from high schools to the community college, assuring that high school graduates take ENGL 1010/1020 courses immediately at the community college before taking history courses that concentrate so heavily upon writing skills. The above exercise between History and English faculty has not been repeated, as there does not appear to be a need to repeat it as yet.

In summation, therefore, there does not appear to be a need to alter that which has been done on the North Platte South Campus since the submission of the 2006 assessment report. No deviation in the previously submitted matrix is to be noted. It might be worthwhile to utilize the Watson-Glaser Critical Thinking Examination, or an equivalent examination, in the near future.

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Course: BIOS 1010 General Biology
Division: Math and Science

Summary of Previous Semester's Recommendations

- Work with students on recognition - "the prepared mind"
- Identifying the results of the prepared mind.
- Students will add work with graphing and inserting graph in the correct area of report. Review formal reporting in greater detail.
- It appears that in order to encourage critical thinking – current issue topics will have to be assigned.
- My Biology tests are more application than fact repetition. Maybe 5% is the more realistic goal. Next semester - should I do more definition based tests?

Assessment Methods & Procedures

- Labs
- Projects
- Pre and Post Tests

Result/Outcomes

- Students showed marked improvement in identifying question, hypothesis, independent variable and conclusion. The extra work on the book web access and lab review is helping.
- Added work with website graph analysis. Students still lack detail work in lab writing.
- Assigned work showed improvement. The biggest hurdle is with the new books and websites produced by publishing companies.
- On reviewing - students with initial middle scores improved the most, student with initial good scores or poor scores stayed close to the beginning test score.

Conclusions/Recommendations

- Uses a variety of methods to collect assessment data
- Incorporation of gen ed skills (math, writing, technical writing) into class
- Teaches critical thinking using current events in science

Mid Plains Community College Assessment Results

Area/Department: BIOS 10110/1011 (Sara Morris) **Date Submitted**: Fall 2013

FED Level: Beginner

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Students apply the scientific method to solve a written problem		Students are given a short review of research in a biological discipline. Students are asked to identify the – Background research, Question, Hypothesis, Independent - Dependent, and Control variables, type of data, and the Conclusion	**Fertilizer reading-43 replies** **Expected:** **70+% positive for each step** Student results % Research 51 Question 91 Hypothesis 88 Indepe variable 63 Depe variable 30 Control 58 Conclusion 100		Reading given at mid-term Students easily picked the question, hypothesis and recognized the conclusion. They did not realize what the scientists had observed prior to the experiment. They observed the manipulated variable but couldn't identify the dependent.	Work with students on recognition - "the prepared mind" Identifying the results of the prepared mind.
2	Students successfully apply the scientific method in laboratory activities		Capstone laboratory activity assessed using a detailed rubric (attached)	Cellular respiration **Expected 35%** 49 students in 22 groups range from 19 to 38.5/40 points - average = 30.8%		Required data uptake 2 times/day for 4 days. Transferring data to graph. Formal report writing – presented difficulties.	Students will add work with graphing and inserting graph in the correct area of report. Review formal reporting in greater detail.
3	Foster critical thinking skills in examining biology-related information		Students are presented with and must interpret a graph, chart, or other biological information	Textbook websites – students were given 5 assignments involving interpretation and 5 bonus opportunities of the same to review current issues 47.5 pts		Only half of the students took advantage of the bonus readings - some signed in but did neither bonus nor	It appears that in order to encourage critical thinking –

						assigned work – some only the assigned work	current issue topics will have to be assigned.
4	Demonstrate scientific knowledge through the use of a pre/post test over material covered in the corresponding course.		Faculty developed Pre/Post Test Students are given the same test on the first and last day of class. 47 students took both test and re/test. Incentive is that the retest will be assigned as bonus points on the final. Some students chose not to participate or had dropped the course by the final.	**Aug. Average 26 or 52%** **Dec. Average 28.5 or 57%** **Goal: 10% overall**		The goal was not attained. Students seem to struggle with study skills and identifying connections.	My Biology tests are more application than fact repetition. Maybe 5% is the more realistic goal. Next semester - should I do more definition based tests?

NEW: List any general recommendations, resources, and impact issues that affected the assessment data submitted on this form. *(Example: Instructional areas: Do you need additional resources to improve student learning? Non-Instructional: Is additional training needed?)*

Mid Plains Community College Assessment Results

Capstone lab - Cellular Respiration

New baseline Fall 2013

Goal	Fall 2013
35	30.8

Mid Plains Community College Assessment Results

Title of Report ... **Capstone Rubric**_____Research Team: .....

	Not aware 1	Recognizes 2	Accomplished 3	Exemplary 4	Outstanding 5	Score
Research Question	Does not relate to investigation	observation or research background summarized	Includes facts observed about the experimental materials	Research question based on ideas from summary	Critical thinking reflected in the question format	
Hypothesis	Does not relate to research question	Statement Relates to the observation	Identifies both the independent and dependent variable	Identifies both the independent and dependent variable stating prediction	All variables identified – statement given as If - then	
Experimental Design	Does not include any steps	Addresses an experimental procedure but does not have steps in order	Lists steps in a repeatable type order – replicable directions	Lists material needed and step design	Shows material, step order and the sign in sheet with 2 per day observations -	
Data & Graph	Missing data table and graph	Misses either the data table or the graph	Data Table records accurate and complete information	Graph shows data transferred to number form	Data table and graph neatly completed and accurate to results acquired.	
Conclusion*	Not present	States whether hypothesis is	States whether the hypothesis is	Hypothesis statement	All parts of the Scientific Method are complete including the	

Mid Plains Community College Assessment Results

REE **PE** **PA**		supported or false	supported and states REE	REE stated and PE stated	REE, PE and PA.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than 8 errors	4 - 7 errors	Less than 3 errors	All grammar and spelling are correct.	
Presented for Peer Review	Not typed	Format follows the scientific method order	Data and graph are inserted correctly	Includes a front title page	Formal design. Data and Graphs are placed correctly. Rubric attached	
Timeliness	Report never turned in or 3 classes late	Reported handed in late – extension requested	Report handed in 2 periods late	Report handed in 1 period late	Report handed in on time.	

*REE = results, evidence, explanation PE = possible errors PA = possible applications

Mid Plains Community College Student Learning Outcomes

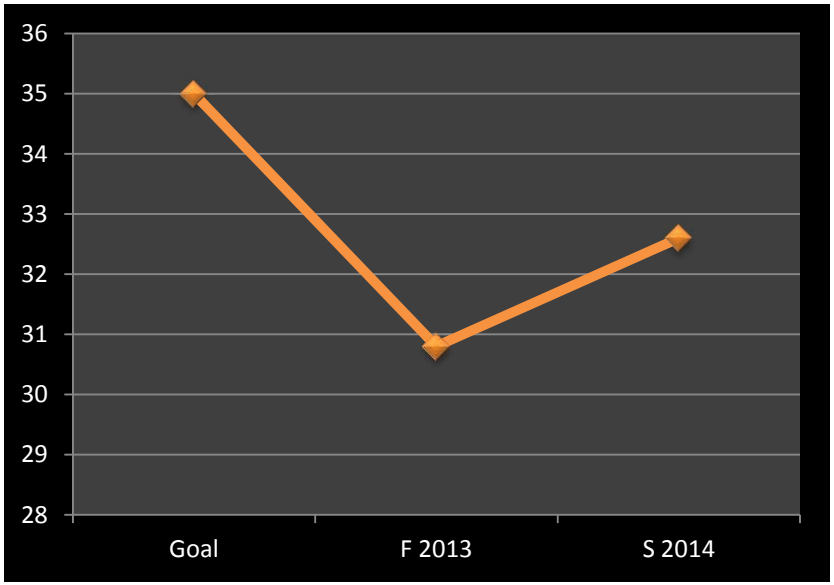
All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Assessment Matrix - MPCC BIOS - North Platte BIOS 1010/1011 Spring 2014					
Objectives	***Measure***	***Expected/Results***	***Analysis***	***Action for Fall 2014***	***Outcome Sp 2014***
Students apply the scientific method to solve a written problem Mid-term review	Students are given a short review of research in a biological discipline. Students are asked to identify the – Background research, Question, Hypothesis, Independent - Dependent, and Control variables, type of data, and the Conclusion	**Sci meth reading-44 replies** **Expected: Midterm** **70+% positive for each step** Student results % Research 59 Question 100 Hypothesis 90 Indepe variable 70 Depe variable 38 Control 59 Conclusion 86	Students did well recognizing the question and hypothesis posed by the reading. They were also aware whether the conclusion reflected the hypothesis. Research and dependent variable – gave some problems.	When we analyzed the format – we believe that the research and dependent variable question confused students and did not give accurate results. We plan to restate these questions for Fall 2014	Students showed marked improvement in identifying question, hypothesis, independent variable and conclusion. The extra work on the book web access and lab review is helping.
Students successfully apply the scientific method in laboratory activities	Capstone laboratory activity assessed using a detailed rubric (attached)	Cellular respiration **Expected 35/40 pts** 37 students in 17 groups range from 22 points - 40points average = 32.6%	Required data uptake 2 times/day for 4 days. Transferring data to graph. Formal report writing	Students will add work with graphing and inserting graph in the correct area of report. Review formal reporting in greater detail.	Added work with website graph analysis. Students still lack detail work in lab writing.
Foster critical thinking skills in examining biology-related information	Students are presented with and must interpret a graph, chart, or other biological information	Textbook websites – students were given 5 assignments involving interpretation and 5 bonus opportunities of the same to review current issues 47.5 pts available	Only half of the students took advantage of the bonus readings - some signed in but did neither bonus nor assigned work – some only the assigned work	It appears that in order to encourage critical thinking – current issue topics will have to be assigned.	Assigned work showed improvement. The biggest hurdle is with the new books and websites produced by publishing companies.
Demonstrate scientific knowledge through the use of a pre/post test over material covered in the corresponding course.	Faculty developed Pre/Post Test Students are given the same test on the first and last day of class. 36 students took both test and re/test. 10 students started late or dropped the class. Incentive is that the retest will be assigned as bonus points on the final. Some students chose not to participate or had dropped the course by the final.	**Jan. Average 21 or 42%** **May. Average 28.5 or 57%** **Goal: 10% overall improvement**	Students improved an average of 15%. The goal was attained. The range of improvement from 2 - 32 %.	Continue to work on 'connecting' one topic to the next and labs as reinforcement tools. We worked hard on connections and plan to do it in the fall 2014.	On reviewing - students with initial middle scores improved the most, student with initial good scores or poor scores stayed close to the beginning test score.

Biology Cellular
1010 Respiration
Capstone Lab - Baseline Fall 2013 Possible 40 points

Goal	F 2013	S 2014
35	30.8	32.6



Title of Report ... **Capstone Rubric**_____Research Team: .....

	Not aware 1	Recognizes 2	Accomplished 3	Exemplary 4	Outstanding 5	Score
Research Question	Does not relate to investigation	observation or research background summarized	Includes facts observed about the experimental materials	Research question based on ideas from summary	Critical thinking reflected in the question format	
Hypothesis	Does not relate to research question	Statement Relates to the observation	Identifies both the independent and dependent variable	Identifies both the independent and dependent variable stating prediction	All variables identified – statement given as If - then	
Experimental Design	Does not include any steps	Addresses an experimental procedure but does not have steps in order	Lists steps in a recipe type order – replicable directions	Lists material needed and step design	Shows material, step order and the sign in sheet with 2 per day observations -	
Data & Graph	Missing data table and graph	Misses either the data table or the graph	Data Table records accurate and complete information	Graph shows data transferred to number form	Data table and graph neatly completed and accurate to results acquired.	
Conclusion* REE PE PA	Not present	States whether hypothesis is supported or false	States whether the hypothesis is supported and states REE	Hypothesis statement REE detailed and PE stated	All parts of the Scientific Method are complete including the REE, PE and PA.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than 8 errors	4 - 7 errors	Less than 3 errors	All grammar and spelling are correct.	
Presented for Peer Review	Not typed	Format follows the scientific method order	Data and graph are inserted correctly	Includes a front title page	Formal design. Data and Graphs are placed correctly. Rubric attached	
Timeliness	Report never turned in or 3 classes late	Reported handed in late – extension requested	Report handed in 2 periods late	Report handed in 1 period late	Report handed in on time.	

*REE = results, evidence, explanation PE = possible errors PA = possible applications

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Courses: CHEM 1050 Survey of Chemistry I, CHEM 1090 General Chemistry I, and CHEM 1100 General Chemistry II
Division: Math and Science

Introduction:
In the Fall of 2013, chemistry faculty initiated a course-based assessment schedule for three CHEM courses.

Fall Semester:

- CHEM 1050 Survey of Chemistry
- CHEM 1090 General Chemistry I

Spring Semester:

- CHEM 100 General Chemistry II

Summary of Previous Semester's Recommendations

- NA

Assessment Methods & Procedures

- Labs
- Projects
- Homework
- Tests

Result/Outcomes
For all three classes assessed, students are meeting expectations. Some outcomes, such as identifying chemical compounds by name, understanding of chemistry equilibrium, and understanding of stoichiometry, require additional one-on-one time with students to help them fully understand the concepts.

Conclusions/Recommendations
Students are currently meeting faculty expectation for all course outcomes. Faculty will continue to be provide one-on-one help for students who are struggling with specific concepts.

Mid Plains Community College Assessment Results

Area/Department: CHEM 1050 Survey of Chemistry I **Date Submitted**: Fall 2013

Level: Beginner

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	The student will successfully demonstrate an understanding of stoichiometry		Lab experiments that involve conversion factors/stoichiometry. Homework that involves conversion factors/stoichiometry Tests that involve conversion factors/stoichiometry	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help.("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60%" or higher, with 80% of the student receiving a grade of "70%" or higher.	Y	All students completed experiments on own or in group with average 90% or higher. Some students needed some in class additional help which is acceptable. Most students completed HW assignments without requiring severe help. A few students did require additional help requiring more than 30minutes, but they were able to understand concepts All students met expectation/result as stated	No additional action is needed at this time Additional time was spent with individual students requiring needed one-on-one time. No additional action is needed at this time. No additional actions is needed at this time.

2	The student will be able to identify a compound by chemical name, and give a correct chemical formula given the chemical name.		Lab experiments that involve chemical naming. Homework that involves chemical naming. Tests that involve chemical naming.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help.("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60%" or higher, with 80% of the student receiving a grade of "70%" or higher.	Y	All students met stated objective All students met stated objective Some students needed to spend additional time All students met this objective	No additional action is needed at this time No additional action is needed at this time Encourage students to spend additional time as needed to learn concepts No additional action is needed at this time
3	The student will demonstrate an understanding of molecular geometry and hybridization of orbitals.		Lab experiments that involve molecular geometry/hybridization Homework that involves molecular geometry/hybridization	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help.("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.)	Y Y	All expectations met All expectations met	No further action required No further action required

			Tests that involve molecular geometry/hybridization	All students pass the exam with a grade of "60%" or higher, with 80% of the student receiving a grade of "70%" or higher.		All expectations met	No further action required
3	The student will demonstrate an understanding of quantum mechanics and how it relates to an elements electron configuration		Lab experiments that involve electron configuration/quantum mechanics.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	Y	All expectations met	No further action required
			Homework that involves electron configuration/quantum mechanics.	All students will be able to complete HW assignments without requiring "severe" help.("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.)		All students met this expectation except for one or two which required extra help	Students were given extra help on this topic until understanding was achieved
			Tests that involve electron configuration/quantum mechanics.	All students pass the exam with a grade of "60%" or higher, with 80% of the student receiving a grade of "70%" or higher.		Expectation was met	No action needed at this time.

NEW: List any general recommendations, resources, and impact issues that affected the assessment data submitted on this form. *(Example: Instructional areas: Do you need additional resources to improve student learning? Non-Instructional: Is additional training needed?)*

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Mid Plains Community College Assessment Results

Area/Department: CHEM 1090 General Chemistry I **Date Submitted**: Fall 2013
Level: Beginning

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	The student will successfully demonstrate an understanding of stoichiometry		Lab experiments that involve conversion factors/stoichiometry. Homework that involves conversion factors/stoichiometry Tests that involve conversion factors/stoichiometry	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help.("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	Y	All students completed experiments on own or in group with average 90% or higher. Some students needed some in class additional help which is acceptable. Most students completed HW assignments without requiring severe help. A few students did require additional help requiring more than 30minutes, but they were able to understand concepts All students met expectation/result as stated	No additional action is needed at this time Additional time was spent with individual students requiring needed one-on-one time. No additional action is needed at this time. No additional actions is needed at this time.

2	The student will be able to identify a compound by chemical name, and give a correct chemical formula given the chemical name.		Lab experiments that involve chemical naming. Homework that involves chemical naming. Tests that involve chemical naming.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help.("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.		All students met stated objective All students met stated objective Encourage students to spend additional time as needed to learn concepts No changes needed at this time	
3	The student will demonstrate an understanding of molecular geometry and hybridization of orbitals.		Lab experiments that involve molecular geometry/hybridization.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher		Not yet covered in McCook All students met expectations in North Platte.	

			Homework that involves molecular geometry/hybridization. Tests that involve molecular geometry/hybridization.	All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher			
4	The student will demonstrate an understanding of quantum mechanics and how it relates to an elements electron configuration.		Lab experiments that involve electron configuration/quantum mechanics. Homework that involves electron configuration/ quantum mechanics.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help.("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.)		All expectations met All students met this expectation except for one or two which required extra help	No further action required Students were given extra help on this topic until understanding was achieved

			Tests that involve electron configuration/quantum mechanics.	All students pass the exam with a grade of “60 %” or higher, with 80% of the student receiving a grade of “70%” or higher.		Expectation was met	No action needed at this time.

LEARNING OBJECTIVES/OUTCOMES DATA

(General Chemistry II) – (CHEM 1100) - (Spring - 2014)					
Objectives/Outcomes	***Measure***	***Expectation/Result***	***Analysis***	***Action***	***Outcome***
The student will successfully demonstrate an understanding of chemical rates at a freshman chemistry level.	Lab experiments that involve chemical rates. Homework that involves chemical rates Tests that involve chemical rates.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students completed experiments on own or in group with average 90% or higher. Some students needed some in class additional help which is acceptable. Most students completed HW assignments without requiring severe help. A few students did require additional help requiring more than 30minutes, but they were able to understand concepts All students met expectation/result as stated	No additional actions needed at this time Additional time was spent with individual students requiring needed one-on-one time. No additional actions needed at this time. No additional actions needed at this time.	
The student will successfully demonstrate an understanding of chemical equilibrium in general at a freshman chemistry level.	Lab experiments that involve chemical equilibrium. Homework that involves chemical equilibrium. Tests that involve chemical equilibrium.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined	All students completed experiments on own or in group with average 90% or higher. Some students needed some in class additional help which is acceptable. Most students completed HW assignments without	No additional actions needed at this time Additional time was spent with individual students requiring	

		as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	requiring severe help. A few students did require additional help requiring more than 30minutes, but they were able to understand concepts All students met expectation/results as stated	needed one-on-one time. No additional actions needed at this time. No additional actions needed at this time.	
The student will demonstrate an understanding of strong and weak acids/bases.	Lab experiments that involve strong and weak acids/bases. Homework that involves strong and weak acids/bases. Tests that involve strong and weak acids/bases.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students completed experiments on own or in group with average 90% or higher. Some students needed some in class additional help which is acceptable. Most students completed HW assignments without requiring severe help. A few students did require additional help requiring more than 30minutes, but they were able to understand concepts All students met expectation/results as stated	No additional actions needed at this time Additional time was spent with individual students requiring needed one-on-one time. No additional actions needed at this time. No additional actions needed at this time.	
The student will demonstrate an understanding of the 1st and 2nd laws of thermodynamics as it	Lab experiments that involve the 1st and 2nd laws of thermodynamics.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All students completed experiments on own or in group with average 90% or higher. Some students needed some in	No additional actions needed at this time	

applies to a freshman level of chemistry.	Homework that involves the 1st and 2nd laws of thermodynamics. Tests that involve the 1st and 2nd laws of thermodynamics.	All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	class additional help which is acceptable. Most students completed HW assignments without requiring severe help. A few students did require additional help requiring more than 30minutes, but they were able to understand concepts All students met expectation/result as stated	Additional time was spent with individual students requiring needed one-on-one time. No additional action is needed at this time. No additional action is needed at this time.	

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Course: MATH 1150 College Algebra
Academic Year 2013-2014

Summary of Previous Year's Recommendations
NA

Introduction
From the early 2000's to Spring 2010, the CAAP exam was administered to MPCC graduates to assess, evaluate, and enhance student learning in general education areas. Due to low response rate, low data use, and high cost, the CAAP test was discontinued in the Spring of 2010.

In the Fall of 2013, the math department met and developed a common exam for MATH 1150 College Algebra This exam was first given in Fall 2013 and again in Spring 2014.

Assessment Methods & Procedures
- Method: Common exam
- Procedures: The test is administered at the end of the semester but the testing environment differs depending on the instructor.

Result/Outcomes
Students met expectations for questions designed to assess basic and intermediate algebra concepts. However, students did not meet expectations for problems designed to assess mastery of mathematical concepts covered in College Algebra.

Conclusions/Recommendations
Conclusions:
- With the exception of a few questions, the common exam was a good first effort. For 2014-2015, College Algebra faculty agreed that the exam is step in the right direction. Several questions will be rewritten for clarification.

Recommendations:
- Administer the test under common conditions inducing:
- Length of time
- Timing
- Testing environment
- Investigate opportunities, including math software and tutors in the Student Success Center Math Lab, for students to get extra help.

Mid Plains Community College Assessment Results

Area/Department: Math 1150 College Algebra (2013-14) **Date Submitted**: May 14, 2014

FED Level: Beginner

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Use arithmetic skills to solve mathematical problems		Questions 1-10 of a faculty-developed assessment given to all College Algebra students	Expected results for 2013-14: 80% Actual results for 2013-14: 82.5%	Yes	Expectation met.	None.
2	Apply a variety of mathematical concepts to solve elementary and intermediate algebra problems		Questions 11-20 of a faculty-developed assessment given to all College Algebra students	Expected results for 2013-14: 70% Actual results for 2013-14: 73.5%	Yes	Expectation met.	None.
3	Apply a variety of mathematical concepts to solve College Algebra problems		Questions 21-30 of a faculty-developed assessment given to all College Algebra students	Expected results for 2013-14: 70% Actual results for 2013-14: 57.8%	No	Results well below expectation.	Lower expectation to 60% for 2014-15. Revise 3 questions on test. Select uniform criteria for test administration. Look into extra help for students: math software, tutors, Math Lab in Success Center.

General Questions:

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**

2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel).***

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2013-2014

Course: PHYS 1410 & 1411 General Physics I and Lab
Division: Math and Science

Introduction:
In the Fall of 2013, physics faculty utilized Web Assign to asses student performance and real time up to date assessment matrices. Web Assign will also be utilized to gauge effectiveness of teaching methods and as a metric to test future methods.

Summary of Previous Semester's Recommendations
NA

Assessment Methods & Procedures

- Labs
- Projects
- Homework
- Tests

Result/Outcomes
Overall, students are meeting expectations.

Conclusions/Recommendations

- Identify exam problems and lab activities to demonstrate different course objectives.
- Create an evaluation matrix to be filled with the scores of students from the chosen problems.
- The matrix is filled throughout the year with each student's data, and the analysis can be done at any time.

Scores
PHYS 1410 & 1420, section NP 01

1.0

Physics Assessment 2 (5730887) -- **View** | **Edit** | **Schedule**

Other Assignments

Hide Analysis **Raw Scores** | Percent

Question #				**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
QID		**Time (m)**	**Total**	**1056715**	**1056660**	**1056667**	**1056672**	**1056694**	**1056713**	**2097215**	**2097217**	**2097095**	**2097191**	**358645**	**358626**	**358625**	**358624**	**358629**	**358620**	**358628**	**2076455**	**2076457**	**2076467**
Points		-	**20**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
scores analyzed		-	**3**	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
mean		**16m**	**12.3**	0.667	0.667	0.333	0.333	0.333	0	1.00	0	0.667	1.00	0	1.00	1.00	1.00	0.667	0.333	1.00	1.00	0.667	0.667
median		**19m**	**12.0**	1.00	1.00	0	0	0	0	1.00	0	1.00	1.00	0	1.00	1.00	1.00	1.00	0	1.00	1.00	1.00	1.00
standard deviation		**9m**	**0.471**	0.471	0.471	0.471	0.471	0.471	0	0	0	0.471	0	0	0	0	0	0.471	0.471	0	0	0.471	0.471
avg submissions		-		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
min/max		**4m/25m**	**12/13**	0/1	0/1	0/1	0/1	0/1	0/0	1/1	0/0	0/1	1/1	0/0	1/1	1/1	1/1	0/1	0/1	1/1	1/1	0/1	0/1

Grant Extensions/Submissions | | | **Summary** | **Email Selected**

Question #				**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
QID		**Time (m)**	**Total**	**1056715**	**1056660**	**1056667**	**1056672**	**1056694**	**1056713**	**2097215**	**2097217**	**2097095**	**2097191**	**358645**	**358626**	**358625**	**358624**	**358629**	**358620**	**358628**	**2076455**	**2076457**	**2076467**
Points		-	**20**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Name | Group Name	Total %	Time	Total	1056715	1056660	1056667	1056672	1056694	1056713	2097215	2097217	2097095	2097191	358645	358626	358625	358624	358629	358620	358628	2076455	2076457	2076467
Current Students | Dropped | All																							
Current Students (3)																							
Johnston, Jesse	**60.0%**	25m	**12**	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	0
solko, john	**65.0%**	19m	**13**	1	1	1	0	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1
Stevenson, Kyle	**60.0%**	4m	**12**	0	1	0	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1
Current Faculty with student access (1)																							
Daily, Jared	**–**	-	**ND**																				
Name | Group Name	Total %	Time	Total	1056715	1056660	1056667	1056672	1056694	1056713	2097215	2097217	2097095	2097191	358645	358626	358625	358624	358629	358620	358628	2076455	2076457	2076467
Points		-	**20**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Question #				**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
QID		**Time (m)**	**Total**	**1056715**	**1056660**	**1056667**	**1056672**	**1056694**	**1056713**	**2097215**	**2097217**	**2097095**	**2097191**	**358645**	**358626**	**358625**	**358624**	**358629**	**358620**	**358628**	**2076455**	**2076457**	**2076467**

Select All | **Clear All**

ND = Never Downloaded. NS = Downloaded, but Never Submitted. EX = Excused.

Grant Extensions/Submissions | | | **Summary** | **Email Selected**

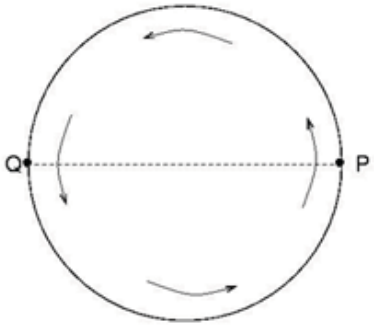
Grades Response Summary

Physics Assessment 2 (5730887) -- **View** | **Edit** | **Schedule** | **Scores**

Other Assignments

1.

A particle continuously moves in a circular path at constant speed in a counter-clockwise direction. Consider a time interval during which the particle moves along this circular path from point P to point Q. Point Q is exactly half-way around the circle from Point P. What is the direction of the average velocity during this time interval?



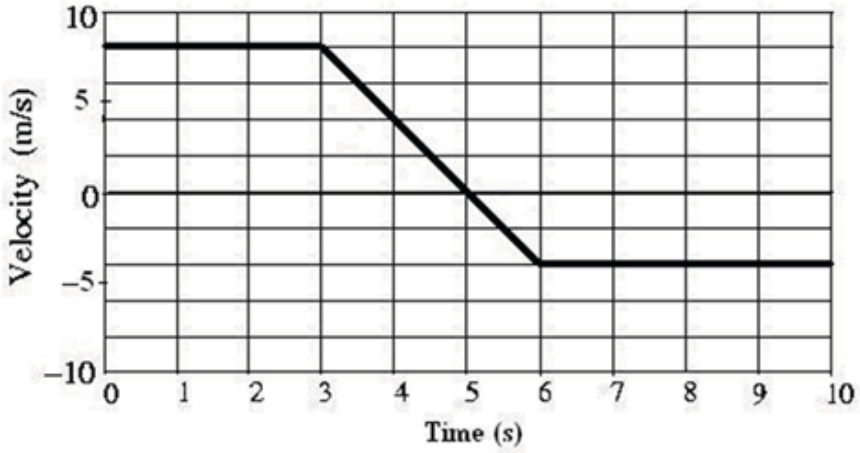
- →
- ← 66.7% 2
- ↑
- ↓ 33.3% 1
- The average velocity is zero.

Number responding: 3

130

2.

The velocity vs. time graph for the motion of a car on a straight track is shown in the diagram below. The thick line represents the velocity. Assume that the car starts at the origin $x = 0$. At which time is the car the greatest distance from the origin?



- $t = 10$ s
  33.3% 1
- $t = 6$ s
- $t = 5$ s
  66.7% 2
- $t = 3$ s
- $t = 0$ s

Number responding: 3

131

3.

A tube of length L_1 is open at both ends. A second tube of length L_2 is closed at one end and open at the other end. This second tube resonates at the same fundamental frequency as the first tube. What is the value of L_2 ?

- $4L_1$
- $2L_1$
- L_1
- $\frac{L_1}{2}$

  33.3% 1
- $\frac{L_1}{4}$

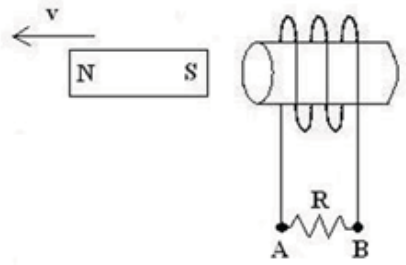
  66.7% 2

Number responding: 3

132

4.

A strong bar magnet is held very close to the opening of a solenoid as shown in the diagram below. As the magnet is moved away from the solenoid at constant speed, what is the direction of conventional current through the resistor shown and what is the direction of the force on the magnet because of the induced current?

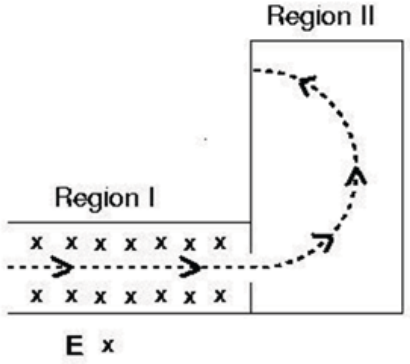


	Current through resistor	Force on magnet
○ A 66.7% 2	From A to B	To the left
○ B	From B to A	To the left
○ C 33.3% 1	From A to B	To the right
○ D	From B to A	To the right
○ E **Number responding: 3**	No current	To the right

133

5.

An electron moves in the plane of the page through two regions of space along the dotted-line trajectory shown in the figure below. There is a uniform electric field in Region I directed into the plane of the page (as shown). There is no electric field in Region II. What is a necessary direction of the magnetic field in regions I and II? Ignore gravitational forces.



	Region I	Region II
A	Down the plane of the page	Up the plane of the page
B 33.3% 1	Up the plane of the page	Into the plane of the page
C 33.3% 1	Up the plane of the page	Out of the plane of the page
D	Down the plane of the page	Out of the plane of the page
E 33.3% 1 **Number responding: 3**	Into the plane of the page	Up the plane of the page

134

6.

A parallel-plate capacitor is connected to a battery. Without disconnecting the capacitor, a student pulls the capacitor's plates apart so that the plate separation doubles. As a result of this action, what happens to the voltage across the capacitor and the energy stored by the capacitor?

- The voltage doubles; the energy stays the same.
- The voltage halves; the energy doubles.
- The voltage doubles; the energy halves.
  66.7% 2
- The voltage stays the same; the energy halves.
- The voltage stays the same; the energy doubles.
  33.3% 1

Number responding: 3

135

7.

Bekki walks 3 m to the right, 4 m to the left, 5 m to the right, and 2 m to the left. What is her displacement?

---Select--- 2 m (to the right)

0 m
0%

2 m
0%

2 m (to the right)
100% 3

2 m (to the left)
0%

14 m (to the right)
0%

8 m to the right and 6 m to the left
0%

impossible to determine
0%

none of the above
0%

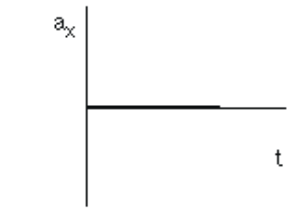
Number responding: 3

136

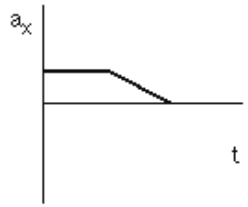
8.

A soccer ball rolls slowly across the road and down a hill as shown below:

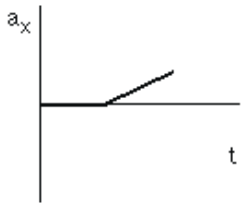
Which of the following sketches of a_x vs. t is a reasonable representation of the horizontal acceleration of the ball as a function of time?



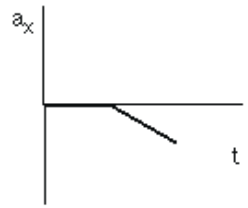
(1)



(2)



(3)



(4)

100% 3

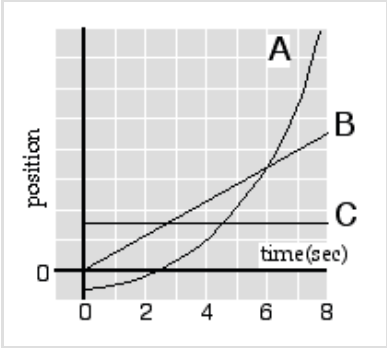
- none of the above
- cannot be determined

137

Number responding: 3

9.

The plot of position versus time is shown for three objects. Which object has the largest acceleration at t = 2.5 s?



---Select--- object A only

object A only
66.7% 2

object B only
0%

object C only
0%

both B and C
0%

both A and C
0%

both A and B
0%

All three have the same acceleration at t = 2.5 s
0%

none of the above
0%

cannot be determined
33.3% 1

Number responding: 3

139

10.

A ball is thrown from the top of a tall building with an initial velocity $\vec{v}_0$. What is the magnitude of the velocity when the ball is at its highest point? (Assume the ball is thrown straight up.)

---Select--- 0 m/s

0 m/s
100% 3

15 m/s
0%

20 m/s
0%

25 m/s
0%

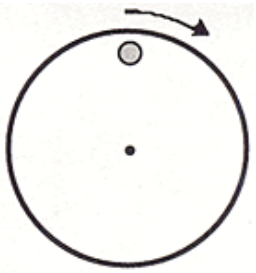
35 m/s
0%

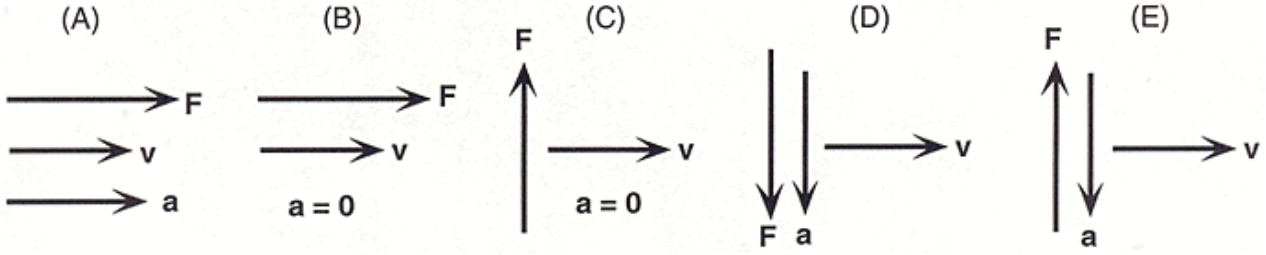
none of the above
0%

Number responding: 3

11.

A small metal cylinder rests on a circular turntable, rotating at a constant speed as illustrated in the diagram at the right. Which of the following sets of vectors best describes the velocity, acceleration, and net force acting on the cylinder at the point indicated in the diagram?





- (A)
- (B)
- (C)
  33.3% 1
- (D)
- (E)
  66.7% 2

Number responding: 3

141

12.

Two metal balls are the same size but one weighs twice as much as the other. The balls are dropped from the roof of a single story building at the same instant of time. The time it takes the balls to reach the ground below will be:

- (A) about half as long for the heavier ball as for the lighter one.
- (B) about half as long for the lighter ball as for the heavier one.
- (C) about the same for both balls.
  100% 3
- (D) considerably less for the heavier ball, but not necessarily half as long.
- (E) considerably less for the lighter ball, but not necessarily half as long.

Number responding: 3

13.

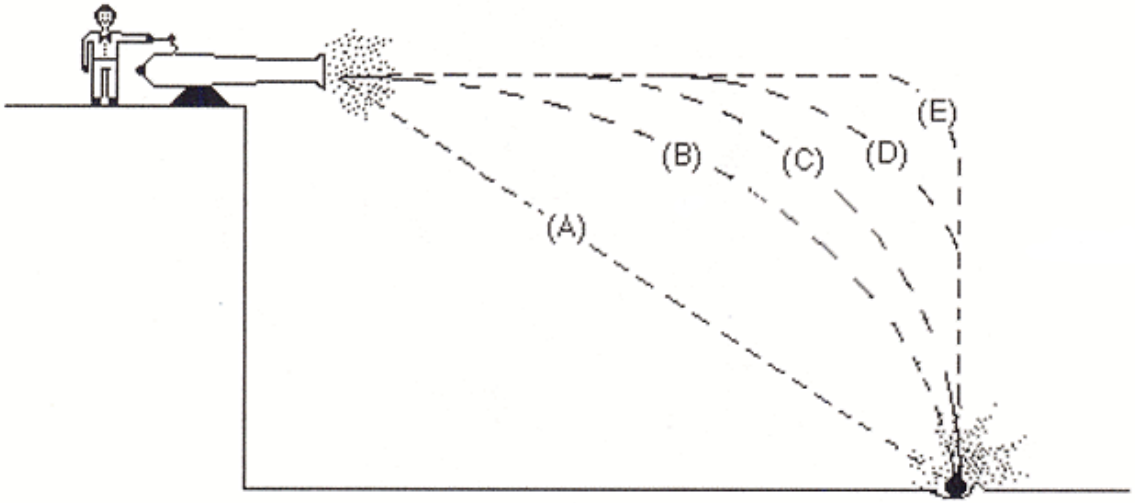
A stone dropped from the roof of a single story building to the surface of the earth:

- (A) reaches a maximum speed quite soon after release and then falls at a constant speed thereafter.
- (B) speeds up as it falls because the gravitational attraction gets considerably stronger as the stone gets closer to earth.
- (C) speeds up because of an almost constant force of gravity acting upon it.
  100% 3
- (D) falls because of the natural tendency of all objects to rest on the surface of the earth.
- (E) falls because of the combined effects of the force of gravity pushing it downward and the force of the air pushing it downward.

Number responding: 3

14.

A ball is fired by a cannon from the top of a cliff as shown in the figure below. Which of the paths would the cannon ball most closely follow?



- (A)
- (B)
  100% 3
- (C)
- (D)
- (E)

Number responding: 3

143

15.

A boy throws a steel ball straight up. Consider the motion of the ball only after it has left the boy's hand but before it touches the ground, and assume that forces exerted by the air are negligible. For these conditions, the force(s) acting on the ball is (are):

- (A) a downward force of gravity along with a steadily decreasing upward force.
- (B) a steadily decreasing upward force from the moment it leaves the boy's hand until it reaches its highest point; on the way down there is a steadily increasing downward force of gravity as the object gets closer to the earth.
- (C) an almost constant downward force of gravity along with an upward force that steadily decreases until the ball reaches its highest point; on the way down there is only a constant downward force of gravity.
  33.3% 1
- (D) an almost constant downward force of gravity only.
  66.7% 2
- (E) none of the above. The ball falls back to the ground because of its natural tendency to rest on the surface of the earth.

Number responding: 3

16.

The figure below shows a boy swinging on a rope, starting at a point higher than A.

Consider the following distinct forces:

1. A downward force of gravity.
2. A force exerted by the rope pointing from A to O.
3. A force in the direction of the boy's motion.
4. A force pointing from O to A.

Which of the above forces is (are) acting on the boy when he is at position A?

- (A) 1 only.
- (B) 1 and 2.
  33.3% 1
- (C) 1 and 3.
- (D) 1, 2, and 3.
  66.7% 2
- (E) 1, 3, and 4.

Number responding: 3

145

17.

In the figure at right, student "a" has a mass of 95 kg and student "b" has a mass of 77 kg. They sit in identical office chairs facing each other.

Student "a" places his bare feet on the knees of student "b", as shown. Student "a" then suddenly pushes outward with his feet, causing both chairs to move.

During the push and while the students are still touching one another:

- (A) neither student exerts a force on the other.
- (B) student "a" exerts a force on student "b", but "b" does not exert any force on "a".
- (C) each student exerts a force on the other, but "b" exerts the larger force.
- (D) each student exerts a force on the other, but "a" exerts the larger force.
- (E) each student exerts the same amount of force on the other.

100% 3

Number responding: 3

146

18.

Which one of the following lengths is the largest?

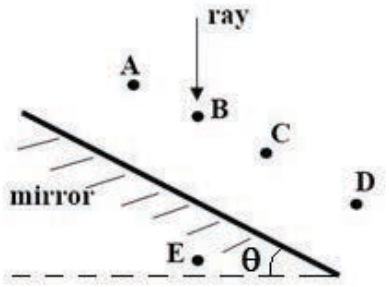
- one centimeter
- one kilometer
  100% 3
- one millimeter
- one meter
- one nanometer

Number responding: 3

147

19.

A ray of light passes straight downward through the point labeled B in the diagram shown. The ray reaches a flat mirror placed at an angle θ to the horizontal as shown. Which one of the locations labeled in the figure best represents the point through which the ray reflected from the mirror will pass?



- A
- B
- C
  66.7% 2
- D
  33.3% 1
- E

Number responding: 3

148

20.

Electromagnetic radiation travels through vacuum with a wavelength of 400 nm. Which one of the following choices best describes this type of radiation?

- X-rays
  33.3% 1
- Radio Waves
- Microwaves
- Red Light
- Violet Light
  66.7% 2

Number responding: 3

149

Mid Plains Community College
Assessment in Non-Instructional Areas: An Introduction

To streamline processes for MPCC's non-instructional areas, the existing Cabinet Team Report form was modified to include assessment related data. The new form, titled Cabinet Team/Assessment Report, includes information necessary for cabinet as well as evidence that areas are making data-informed decisions to support MPCC's mission of providing quality educational opportunities for lifelong student learning.

The new form will be phased in during the 2014-2015 academic year. A report template, instructions, and help guide are included in the report appendix.

Mid-Plains Community College
Assessment Report: Non-Instructional Pilot Project

Academic Year: 2013-2014

Area: Administrative Assistant

Introduction
On October 7, 2013 as part of MPCC's fall enrichment day, administrative assistants from various departments defined common goals/objectives for the 2013-2014 academic year. In February 2014, the administrative assistants were asked to participate in a pilot assessment project.

The purpose of the pilot project is to:

1. Provide the area/departments participating the opportunity to evaluate their goals and objectives, collect and track information related to the goals/objectives, and submit a follow up report at the end of the semester. Areas/departments participating in the pilot project will be highlighted in MPCC's assessment newsletter.
2. Help refine MPCC's assessment process for non-instructional areas.

Level: Beginner
The four goals for departments/areas at the beginner level are to:

1. Define Goals and Objectives (Let's get the job done done.)
2. Decide how goals and objectives will be measured (How do we know we are getting the job done?):
3. Set expectations (Are we getting the job done?)
4. Report on if expectations were met, not met, or results were inconclusive.

Introduction
The administrative assistant group is a diverse group and includes employees from McCook and North Platte and areas such as the President's office, Office of Academic Affairs, Campus Vice-Presidents, and Welcome Center Staff.

The diverse nature of the group and a reorganization that changed job responsibilities for several members, the pilot project was put on hold from January-June, 2014. The group will meet again on Fall Enrichment Day in October 2014 and focus on training needs.

Mid Plains Community College Assessment Matrix

Area/Department: Administrative Assistants **Date Submitted**: Fall Enrichment Day

Level: Beginner

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards	Expectation Met (Y or N)	Analysis	Action
1	External Customer Service Satisfaction (Answering questions from potential students, parents, the general public, working with the Board of Governors and other outside organizations)		Implement a voice mail option for customer comments.	Better customer service and satisfaction. This could lead to improved retention.			
2	Internal Customer Service Satisfaction (Answering questions from students, faculty, staff and administration, working with Cabinet, the Instructional Services Team, the Instructional leadership Team, course scheduling, event scheduling, general supplies, employment contracts)		Implement a voice mail option for customer comments. Utilize Jenzabar and Astra reports. Develop and utilize spreadsheets to track tasks.	Better customer service and satisfaction. The reports and tracking of phone calls could indicate under/over staffing issues which could lead to better allocation of resources.			

				The Jenzabar and Astra reports could provide a way to check the accuracy of our work and the information that we work with. The use of spreadsheets to track our tasks will assist us in making sure that tasks are being handled in a timely matter and that nothing is being forgotten.			

Mid Plains Community College Assessment Matrix

General Questions:

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**
2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (***Example: Additional technology, training, or personnel).*

Mid Plains Community College Student Learning Outcomes

All MPCC graduates should be able to demonstrate:

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

Mid-Plains Community College
Assessment Report: Non-Instructional Pilot Project

Academic Year: 2013-2014

Area: Extended Campus Coordinators

Introduction
On October 7, 2013 as part of MPCC's fall enrichment day, extended campus coordinators from Broken Bow, Imperial, Ogallala, and Valentine defined common goals/objectives for the 2013-2014 academic year. In February 2014, the extended campus coordinators were asked to participate in a pilot assessment project.

The purpose of the pilot project is to:

1. Provide the area/departments participating the opportunity to evaluate their goals and objectives, collect and track information related to the goals/objectives, and submit a follow up report at the end of the semester. Areas/departments participating in the pilot project will be highlighted in MPCC's assessment newsletter.
2. Help refine MPCC's assessment process for non-instructional areas.

Level: Beginner
The four goals for departments/areas at the beginner level are to:

1. Define Goals and Objectives (Let's get the job done done.)
2. Decide how goals and objectives will be measured (How do we know we are getting the job done?):
3. Set expectations (Are we getting the job done?)
4. Report on if expectations were met, not met, or results were inconclusive.

Assessment Methods & Procedures
Overall, measurements are numbers based. Specifically:

- Number of students and credit hours generated by each location
- Participation and coordinating community activities
- Participation and number of non-credit classes and activities
- Number of collaborative efforts between extended campuses and other MPCC departments including advising, IS, physical resources, full time faculty, business office, financial aid, and the Center for Enterprise

Results
Note: When the pilot project was initiated, the Assessment Coordinator was unaware that the Extended Campus coordinators completed a cabinet team report that focuses on goals, expectations, and results. Results are compiled from both the pilot project and the cabinet team report.

Pilot Project Report: Campus/Facility Usage

- From January 13th-May 8th, 2014 3,686 students utilized the Broken Bow, Imperial and Ogallala Extended Campuses after 4:00pm. Valentine Extended Campus is not included in this number. Student numbers include for credit classes, community education courses, ESL/GED and proctoring/tutoring. It's important to staff the extended campuses during the evenings to provide support to students and technical support to instructors using DL equipment.

Cabinet Team Report: Meeting the needs of extended campus students

The extended campus coordinators work closely with college departments to meet the needs of their students. Specifically:

- Broken Bow
  - Assisted Angela Raby in developing and implementing classes for local businesses (Nebraska State Bank-Excel and Outlook, Plains Equipment Group-Excel, Arrow Seed-ribbon training and Excel)
  - Worked with Jared Daily to set up 5+1-credit hour Physics with Calculus Supplement class over the summer at the request of University students
  - Offered new and innovative community education courses, using new instructors
- Imperial
  - Attended Silverstone "Communications Training" offered by MPCC
  - Participation with Giving Circle to assist a Chase County School high school student with a scholarship
- Ogallala
  - Have successfully offered DL classes from OG to other EC sites (usually one or two a semester).
  - Added a math tutor this past year, giving OEC students access to local tutors in Math and English
  - Working with two new adjunct instructors for the 2014 Spring Semester and will be adding another adjunct instructor in the 2014 Fall Semester
  - To better serve students, a representative from Chadron State College and Workforce Development will be present at the Ogallala Fall Advising Day
  - Successfully hosted MPCC Adjunct Orientation with 15 adjunct instructors attending
- Valentine
  - Met with Mullen, Thedford, Cody-Kilgore and Springview schools to discuss dual credit offerings.
  - Began offering Dual Credit course for Cody-Kilgore schools. There are 3 classes being offered Fall 2013 (one online, one in-school, and one as a Hybrid DL/in-school course)
  - Oversee the LPN program sent to Valentine from NP (7 students)
  - Utilizing tutors for students in Valentine for the first time

Cabinet Team Report: Participation in Community Activities

- Broken Bow
    - Coordinator Kaci Johnson graduated from Year 1, Leadership Custer County, and will serve on the planning committee for Year 2.
    - Developed a Historical Tour for over 40 participants, using MPCC tour bus and generating over $1500 in income.
- Imperial
    - Increased offerings and enrollment for What's Up Wednesday summer classes for children. Attendance expanded from 92 (2012) to 141 (2013).
    - Offered and successfully completed first Native American history tour of southwest NE, KS and CO – 21 attended.
    - IEC increased presence on Chamber: Representation from CFE (Lena Koebel) at meetings, offering a Merchandising drawing for Chamber businesses and Laura Barton, Administrative Assistant, working with the Promotion Committee on Popcorn Days of October and building relationships with area business.
    - Invited to be an Imperial Community Foundation member
- Ogallala
    - Nominated for Business Leader of the Year, KC Chamber of Commerce
    - Gail is a board member of KC Chamber of Commerce and has met with the new Ogallala City Manager, Arron Smith to introduce him to OEC
- Valentine
    - Member of Rotary Club, Chamber of Commerce and NVOEP; participate in meetings and networking events and serve as chair of the Rotary Club's school dictionary project
    - Presented information about MPCC-Valentine at the Valentine Senior's Meeting
    - Guest Speaker on the KVSH Radio Community Comment Show (1-2 times a month)

Conclusions/Recommendations

The extended campus pilot project report submitted by the extended campus coordinators did not include any quantitative results, other than information about extended campus usage in the evenings. However, the cabinet report included a list of accomplishments, most which were supported with quantitative data. Combined, the two reports provide an overall, big picture view of how the extended campuses serve their communities.

OBJECTIVE: ***Internal Advocacy***

Measure and Methodology:

1. Appropriate representation at the cabinet level.
2. Appropriate representation on the Area Physical Resource Committee.
3. Increase extended campus team meetings.

Expected Results/Standards:

1. Will have representation on the cabinet.
2. Will have representation on the Physical Resources Committee.
3. Extended Campus personnel will meet quarterly.

Objectives Met: Analysis/Justification

1. Need for consistent communication of all aspects of the extended campuses (i.e. staffing and training needs, program development, physical plant maintenance and adequate technology to insure growth at extended campus sites.
2. Future routine maintenance and upkeep is crucial to the longevity/modernization of the buildings, recruitment of students and pride of community and donors. Currently no schedule of building and ground maintenance and only a very limited budget are provided.
3. Developing and implementing a quarterly meeting plan for the Extended Campus Team.

Action: How do you plan to use the results in your area?

1. Semiannual documentation of defined areas (i.e. staffing and training needs, program development, physical plant maintenance and technology) by Extended Campus Coordinators to Extended Campus Cabinet Representative.
2. The Extended Campus Representative on the Physical Resources Committee will also be the Cabinet representative to insure consistency. The representative will work toward inclusion of extended campuses in the overall maintenance plan.
3. The extended campus "team" will meet via DL, quarterly. We will designate a coordinator, each quarter, to prepare the agenda and lead the meeting. (Rotate leaders)

OBJECTIVE: ***Technology***

Measure and Methodology:

1. Systematic visits to extended campuses by appropriate technology personnel.
2. Develop/deliver technology orientation for adjunct faculty.
3. Work with appropriate departments (i.e. HR, IS, CFE, Registrar) to develop a more seamless process for access/training with the programs needed by a new hire Extended Campus Coordinators and Administrative Assistants. (Email, printer, Portal, Jenzabar and Aceware)

Expected Results/Standards:

1. Appropriate Information Systems (IS) personnel will visit each extended campus once a month.
2. Coordinate and deliver a technology orientation meeting for adjunct faculty each year.
3. Human Resources in cooperation with other appropriate departments will create a seamless process for new hires.

Objectives Met: Analysis/Justification

1. The need to maintain present technology, trouble shoot issues and/or replace old equipment.
2. Provide technical training for extended campus adjunct faculty (i.e. distance learning, Blackboard, and Campusweb training. This technical support will enhance college wide learning outcomes.
3. Development of a more efficient process for new hires will expedite the training and productivity in the workplace.

Action: How do you plan to use the results in your area?

1. IS develops and provides a schedule of monthly site visits to all extended campuses.
2. Implement a Technology Orientation meeting for adjunct faculty at all extended campuses, delivered once a year.
3. Introduce new hires to HR and appropriate departments so the process of expediting their ability to access email, printer, Portal, Jenzabar and Aceware, etc., will be seamless.

OBJECTIVE: ***Enrollment/FTE/Dual Credit***

Measure and Methodology:

1. Recruitment and retention of adjunct faculty
2. Recruitment and retention of students
3. Gather a baseline of dual credits for past 5 years
4. Evaluate how classes are scheduled

Expected Results/Standards

1. Growth and increase in dual credits
2. Increase in Key Performance Indicator Report (KPI)
3. Will host extended campus student orientation once a semester

Objectives Met: Analysis/Justification

1. Expanding and retaining the pool of adjunct faculty will allow the extended campuses to continue to offer a wide range of classes.
2. Providing a wide range of student services onsite.
3. Monitor growth and continue to expand offerings.

4. Utilize the scope of alternative delivery systems (onsite, DL, online) to enable a wide range of courses.

Action: How do you plan to use the results in your area?

1. Continue with area wide Faculty Orientation and implement site specific technology training for adjunct faculty.
2. Advising Days, tutoring, and student orientation site specific. Participate with area schools Career Fairs. Schedule classes in sequence
3. Request a 5 year report from Career Services. Continue dual credit visitations to area schools with administration and continue communication with high school guidance counselors in extended campus areas.
4. Continue participation in semi-annual ILT meetings, communicate and provide feedback with department chairs on class offerings, scheduling sequenced courses i.e. MATH 0100, 0900… and expand daytime offerings.

OBJECTIVE: ***Coverage of Campus***

Measure and Methodology:

1. Awareness by the College that the extended campuses are used extensively on the weekends and in the evening.

Expected Results/Standards:

1. Increase budget for extended campuses to increase coverage for nights and weekends.

Objectives Met: Analysis/Justification

1. 3,686 Students utilizing the Broken Bow, Imperial and Ogallala Extended Campuses after 4:00pm. Valentine Extended Campus is not included in this number.
   (Student numbers include for credit classes, community education courses, ESL/GED and proctoring/tutoring. These numbers were calculated between January 13th - May 8th, 2014)
   It's important to staff the extended campuses during the evenings to provide support to students and technical support to instructors using DL equipment.

Action: How do you plan to use the results in your area?

1. Communicate this number to the Dean of Outreach & Training to pass along to appropriate administration.

Mid-Plains Community College Team Report

Team Name: Extended Campus – Broken Bow, Imperial, Ogallala, and Valentine
Team Leader Name: Bruce Dowse
Report Date: November 6, 2013

GOALS

- **What are the team goals?**

Objectives/Outcomes	Measures	Expectation/Results
Technology	• Systematic visits to extended campuses • Tech orientation for Adjunct Faculty • The Four Extended Campuses be compatible with technology to be able to communicate with each other • Develop seamless process for new hires to have access to programs like Jenzabar, etc.	• IT will routinely visit each of the extended campuses once a month (and more often if needed) • Have a Tech Orientation for adjunct faculty once a year (probalbly July/August)
Enrollment/FTE/Dual Credit	• Recruitment and retention of adjunct faculty • Recruitment and retention of students • Gather a baseline of dual credits for past five years • Scheduling classes • Extended Campus student orientation	• Growth of dual credit classes and increase in credits produced by those classes • Favorable KPI reports for each extended campus • Will have student orientation at each extended campus once per semester
Internal Advocacy	• Appropriate representation for the extended campuses at the Cabinet Level • Increase meetings with extended campuses teams • Representation on Area Physical Resources Committee • Continued involvement in ILT & SDLT	• Extended Campus team will meet together quarterly (perhaps via DL) • Extended Campus team will attend planning session held in Dec of each year • Extended Campus Coordinators will meet with ILT in North Platte in February • Will have representation on Cabinet and Area Physical Resources Committee
Coverage of Extended Campus	• Awareness that evening hours at extended campuses are very busy	• Increase budget for extended campuses to provide staff to cover nights and weekends

What did the team accomplish in the last 6 months?

Broken Bow

- Coordinator Kaci Johnson graduated from Year 1, Leadership Custer County, and will serve on the planning committee for Year 2.
- Kaci Johnson is on the Custer County Youth Engagement steering committee. Youth Leadership Custer County began in September 2013, and will meet 4 times throughout the year. Credit is available for participating youth.
- Dual credit registrations from 15 schools totaled over 200 credit hours for Fall 2013.
- Developed a Historical Tour for over 40 participants, using MPCC tour bus and generating over $1500 in income.
- Recruited 8 nursing students for fall 2013
- Hired and trained 2 new assistants
- Attended Rural Community College Alliance conference in Maine, bringing back ideas to implement on campus
- Assisted Angela Raby in developing and implementing classes for local businesses (Nebraska State Bank-Excel and Outlook, Plains Equipment Group-Excel, Arrow Seed-ribbon training and Excel)
- Worked with Jared Daily to set up 5+1-credit hour Physics with Calculus Supplement class over the summer at the request of University students
- Currently working with 3 new adjuncts who will offer spring classes, 2 of which are DL
- Attended class "How to Supervise and Lead (Glen Shephard)" in North Platte
- Kaci Johnson is a member of Leadership Now, at the request of Dr. Tomanek
- Kaci is a member of AQIP action project-Business and Industry
- Offered new and innovative community education courses, using new instructors

Imperial :

- Increased offerings and enrollment for What's Up Wednesday summer classes for children. Attendance expanded from 92 (2012) to 141 (2013).
- Offered and successfully completed first Native American history tour of southwest NE, KS and CO – 21 attended.
- IEC increased presence on Chamber: Representation from CFE (Lena Koebel) at meetings, offering a Merchandising drawing for Chamber businesses and Laura Barton, Administrative Assistant, working with the Promotion Committee on Popcorn Days of October and building relationships with area business.

- Participation with Giving Circle to assist a Chase County School high school student with a scholarship
- Hired Laura Barton to assist with night coverage
- Invited to be an Imperial Community Foundation member
- Asked to run for Chamber board, 2014
- Attended Rural Community College Alliance conference in Maine, bringing back ideas to implement at Imperial
- Atrended Silverstone "Communications Training" offered by MPCC

Ogallala

- Produced a 39% FTE increase in 2012-2013
- Added two new dual credit classes this fall -Music Appreciation and Multi Media
- Fall 2013: credit offerings increased to 35, community ed increased to 13. Daytime classes offered increased to 14. (Does not include high school dual credit).
- Nominated for Business Leader of the Year, KC Chamber of Commerce
- Gail is a board member of KC Chamber of Commerce and has met with the new Ogallala City Manager, Arron Smith to introduce him to OEC
- Awarded $800.00 for New Horizon Scholarship, by KC Community Foundation
- Have successfully offered DL classes from OG to other EC sites (usually one or two a semester).
- Have hosted 45 trainings/conferences/meetings since Jan. 2013 at the new facility. Many being multiple day events.
- Successfully hosted MPCC Adjunct Orientation with 15 adjunct instructors attending
- Attended Rural Community College Alliance (RCCA) conference in Newry, Maine
- Completed Silverstone "Communications Training" offered by MPCC
- Added a math tutor this past year, giving OEC students access to local tutors in Math and English
- Working with two new adjunct instuctors for the 2014 Spring Semester and will be adding another adjunct instructor in the 2014 Fall Semester
- To better serve students, a representitve from Chadron State College and Workforce Development will be present at the Ogallala Fall Advising Day
- Scheduled to meet with new high school counselors at Authur County High School and Paxton School

Valentine

- Member of Rotary Club, Chamber of Commerce and NVOEP; participate in meetings and networking events and serve as chair of the Rotary Club's school dictionary project
- Presented information about MPCC-Valentine at the Valentine Senior's Meeting
- Guest Speaker on the KVSH Radio Community Comment Show (1-2 times a month)
- Partnered with Valentine Library and offered/taught a second Beginning Internet Use for Seniors, (6 participants)
- Assisted with youth programming and teacher trainings for Niobrara Valley Outdoor Education Partnership
- Identified and contracted with 2 new adjunct Instructors and 2 new Community Education Instructors for Valentine
- Met with Mullen,Thedford, Cody-Kilgore and Springview schools to discuss dual credit offerings.
- Began offering Dual Credit course for Cody-Kilgore schools. There are 3 classes being offered Fall 2013 (one online, one in-school, and one as a Hybrid DL/in-school course)
- Oversee the LPN program sent to Valentine from NP (7 students)
- Utilizing tutors for students in Valentine for the first time
- Began offering online courses utilizing Valentine instructors

CHALLENGES

1. What are the major challenges the team faces?

- Continue to plan, promote, and develop permanent facilities in Valentine.
- Finding quality adjunct instructors who are properly credentialed to teach on-site.
- Finding enough budget to staff each extended campus appropriately.
- Minimizing technology issues at each EC. (monthly routine visits by IT)
- Keeping buildings and grounds in good shape.
- Upgrading DL equipment in Valentine to allow sending as well as receiving classes. (USDA Grant has been submitted)
- Developing a more comprehensive/systematic approach to services from the main campuses, especially Career Services and Student Success.
- Developing a more comprehensive/systematic approach to maintenance and physical plant support.

2. What challenges lie ahead for the team?

- Continuing to work with local leaders to develop a permanent site at Valentine. Seeking grants to assist in funding the project.
- Developing FTE potential in So Dakota, Colorado.
- Finding qualified instructors to assist in expanding course offerings on-site.
- Retaining quality part-time assistants (especially BB and OG).Finding budget to provide adequate staff coverage of the building.
- Minimizing technology issues.

OPPORTUNITIES

1. What opportunities does the team envision?

- Encouraging local leaders to take advantage of the opportunity to build at Valentine.
- Exploring and developing opportunities with schools in So Dakota and Colorado.

- Developing and delivering a leadership program at Valentine (such as Leadership Linclon County or L. Custer County)
- Working with CFE to continue to deliver specialized, personalized training to area businesses.
- BB Career Fair – Encourage cooperation with Career Services to be a major presence at this event.
- Finding ways to better serve a growing Hispanic population (especially in Imperial- CCHS superintendent reports that 25% of their enrollment is Hispanic).
- Building relationships with area businesses especially as it relates to job placement, job postings and job training.
- Developing an Advising Day at Valentine and increasing the number of advising days already held at the other EC's.
- Working with existing services on the main campuses to develop strategies for increasing student retention and tutoring.

REQUESTS

1. What special requests need to be considered by the College Cabinet?

- Continue to encourage visits by main-campus personnel especially in the areas of advising, financial aid, career services, dual credit, business office, and student services.
- Continue to support EC growth and efficieny by addressing staffing and technology challenges.
- Bring more full-time instructors to the extended campuses to offer classes or training which may increase awareness of academic programs.

Mid Plains Community College 2013-2014 Assessment Report: A Work In Progress

Appendix

McCook Community College
North Platte Community College
Extended Campuses:
Broken Bow
Imperial
Ogallala
Valentine

Cabinet/Assessment Team Report

Submission Instructions:

1. A week before you are scheduled to present to cabinet, email your report and any additional information to Karen Haller hallerk@mpcc.edu

Helpful Hints

Help! This is my first cabinet /team assessment report.

1. Create a brainstorming list and think about your area/department.

Questions to Ask:

⟹ How do we know our department is doing a good job?

⟹ What can we do to improve?

2. Look at your entire brainstorming list. Select the 3-4 goals you are interested in measuring for effectiveness. We know this will not encompass all you do, but it will provide an opportunity for you to focus on specific areas.

3. Decide what data you need to effectively measure your outcomes or goals and develop a plan to get it.

REMEMBER: MPCC collects LOTS of information (examples: surveys, normal reports you keep or run, any tracking your departments might do, work requests, help desk requests, etc.). Need information but don't know how to get it? Just ask!

4. What are your expected results or target levels of performance?

Help! This is my follow up cabinet team/assessment report.

1. Review the goals and objectives from your last report. Determine, based on your measures, if you met your expectations, analyze/explain why you did or didn't meet your goals, and what action you plan on taking.

Questions to Ask:

⟹ **Measures:** Were the measures selected effective? Did the measures give you the information needed to determine if the outcome/goal was met? Are there other measures that would give you better information?

⟹ **Expectations/Results:** Did you meet your expectations? Why or why not?

⟹ **Analysis and Action:** Create a list of what budgetary, or departmental specific changes your group has made or anticipates making based on assessment results.

What is good assessment?

* Assessment should be useful, meaningful, and manageable.
* It should prove you with information that can help you make decisions about your area.

If you need help writing goals or deciding on measurements, contact Holly Andrews andrewsh@mpcc.edu.

For Non-Instructional Areas

Mid-Plains Community College Cabinet/Assessment Team Report

Team Name:
Team Leader Name:
Report Date:

REVIEW OF PRIOR TEAM REPORT

1. Summarize the team's goals from the last report.

Goals	College Wide SLO's or AQIP Category	Measures	Expected Results & Standards	Were expectations met? (Yes, No, Inconclusive)	Analysis	Action

General Instructions

**Need to report on the goals your team set last year? Start here!

**Is this your team's first cabinet report? If so, you can leave this section blank; however, if you set goals for your area and didn't write them down, now is the time!

College Wide SLO

Student

Learning

Outcome

(See last page for more information about SLO's and AQIP standards)

Analysis

**Answer the why questions. Why did you meet your goals? Why not? This column can be more of a narrative instead of acatual data.

Action:

**Create a list of what budgetary, or departmental specific changes your group has made or anticipates making based on assessment results.

For Non-Instructional Areas

Mid-Plains Community College Cabinet/Assessment Team Report

Team Name:
Team Leader Name:
Report Date:

2. What did the team accomplish in the last 6 months?

GOALS FOR UPCOMING YEAR

1. What are the teams goals for the next Year

Goals	College Wide SLO's or AQIP Category	Measures	Expected Results and Standards

Instructions
**Need to set new goals for next year? Start here!

Setting Goals: Ask these questions
**How do we know we're doing a good job?
**What can we do to improve?

Measurements
Decide what data you need to effectively measure your outcomes or goals and develop a plan to get it.

REMINDER!
**MPCC collects LOTS of information (examples: surveys, normal reports you keep or run, any tracking your departments might do, work requests, help desk requests, etc.). Need information but don't know how to get it? Just ask!

**Some non-instructional areas operate on a fiscal year, others operate on an academic year. Discuss with your team or supervisor and determine what works best.

2. What are the major challenges the team faces?

For Non-Instructional Areas

Mid-Plains Community College Cabinet/Assessment Team Report

Team Name:
Team Leader Name:
Report Date:

OPPORTUNITIES

1. **What opportunities does the team envision?**

REQUESTS

1. **What special requests need to be considered by the College Cabinet?**

MPCC College Wide Student Learning Outcomes (SLO) and AQIP Categories

College Wide SLO's

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

AQIP Categories

Category 1: Helping Students Learn: Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.
Category 2: Meeting Student and Other Key Stakeholder Needs: Addresses the key processes (separate from instructional programs and internal support services) through which the institution serves its external stakeholders in support of its mission.
Category 3: Valuing Employees: Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.
Category 4: Planning and Leading: Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.
Category 5: Knowledge Management and Resource Stewardship: Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.
Category 6: Quality Overview focuses on the Continuous Quality Improvement: Culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

MID-PLAINS COMMUNITY COLLEGE
PROGRAM REVIEW

[Insert Program Name]
Submitted [insert date]

The Program

Program Description:

Program Objectives:

Relationship of Objectives to MPCC's Mission and College Student Learning Outcomes:

Employment Opportunities

Need for the Program

Job Placement

Employment and Wages: *include data for the 18-county area as well as state and national*

Projected change five years out in Nebraska:
Projected change five years out nationwide:
Nebraska average wage for current year:
National average wage for current year:

Program Activities

Recruitment: *include information about recruiting efforts from recruiting and faculty*

Co-op Relationships with other Educational Institutions, Agencies, and Businesses:

Retention:

State or Accreditation Requirements:

Marketing:

Student Engagement:

Faculty

Credentials:

Continuing Education:

Professional Development:

Curriculum

Recent curriculum changes:

Pre-requisites for courses or program:

Delivery Methods:

Equipment and Facilities

Instructional Equipment:

Necessary Physical Facilities to meet Program Objectives:

Assessment

Matrix: *attach a copy of your assessment matrix or narrative regarding assessment in your program*

Paragraph on what is done:

Program Data – *Five year program review information available from Institutional Research*

	2007-08	2008-09	2009-10	2010-11	2011-12	5 yr Average
Student Credit Hours (SCH)						
Faculty Full Time Equivalency						
SCH/Faculty FTE						
Number of Degrees						
Certificates						
Diploma						
Associates						
Total						

Summary of Key Findings

Strengths of program:

Challenges of program: